

University of Madras.

THE CALENDAR FOR 1903-1904.

University of Madras.

THE CALENDAR FOR 1903-1904.



VOL. III.

EXAMINATION PAPERS.



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(FIRST EXAMINATION IN LAW OF MAY AND DECEMBER, 1902
AND B.L. 1903.)

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MATRICULATION EXAMINATION, 1902.

MONDAY, 1ST DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH: GRAMMAR.

I. 1. Give the feminine of *negro* and *stag*; the plural of *mango* and *coat-of-mail*; the past tense and the past participle of *tear*, *eat*, *split*, *fly*; an adjective (not a participial form) connected with *talk*, *green*, *dilate*, *fraud*. 2. Distinguish co-ordinative from subordinative conjunctions, and give three classes of co-ordinative conjunctions with two examples of each.

II. 1. Parse the words in italics in the following passages:—

- (a) They are slaves who will not choose
Hatred, scoffing, and *abuse*,
Rather than in silence *shrink*,
From the truth they *needs* must think.

(b) The more you look, the surer you will be to *discover* it.

2. Change the italicised expressions of (a) into clauses, and the italicised expressions of (b) into phrases:—(a) i. Their skill increased *with their continued practice of the art*. ii. He never was in the neighbourhood of the town *without paying a visit to the old home*. iii. John, *with all his virtues*, was yet somewhat of a rogue. (b) i. They launched the boat *though their lives were greatly imperilled*. ii. The Australians played that day *even more skilfully than they were wont*. iii. The General overhearing the remark insisted *that the discontented soldier should take his place*.

III. 1. Write out the following sentences, inserting the correct prepositions in the blank spaces. (*Underline the words that you insert*):—I do not concur—you—the opinion you have expressed, but I abstain—interfering—a matter of such moment—you and me. You are bound—honour—bestow your best thought—this subject, and though you may be disappointed—the immediate result, you need not despair—ultimate success. 2. Reconstruct the following sentences as required, making all the necessary but only the necessary changes:—(a) Scarcely any village, built by an enterprising band of New Englanders, was more completely out of the pale of civilization than Kenmare. *Make 'Kenmare' the subject of the principal sentence.* (b) I am desirous of having an additional day's leave of absence. [*Use the verb 'like.'*] (c) You are already as well acquainted with those proceedings as I am. [*Use 'known' for 'acquainted.'*]

IV. The following correspondence took place between Dr. Beattie and Mr. Boswell. Write the correspondence in indirect speech as if reported in the *first* person by Dr. Beattie. (Begin "Mr. Boswell wrote to me," etc. Mr. Boswell wrote from London to Dr. Beattie, as follows:—"The chief intention of my letter is to inform you that I now seriously believe Mr. Samuel Johnson will visit Scotland soon; but I wish that every power of attraction may be employed to secure our having so valuable an acquisition, and therefore I hope you will without delay write to me what I know you think, that I may read it to the mighty sage with proper emphasis, before I leave London, which I must do soon." To this Dr. Beattie made the following reply from Edinburgh:—"Your very kind and agreeable favour of the 20th of April overtook me here yesterday. I am to set out this day for London, and hope to have the honour of paying my respects to Mr. Johnson and you about a week or ten days hence. I shall then do what I can to enforce the topic you mention."

V. 1. Combine the following simple sentences into one complex sentence:—The birdcatcher knew well all the creatures of the forest. He was especially familiar with the habits of birds. He was accustomed to capture the winged creatures. He did so year after year. He captured them by the hundred. He did so by means of snares. The snares were spread on the ground. 2. Analyse the following sentence into clauses, writing out each clause in full; mention the kind, and give the construction, of each clause. How this comes to be so, I do not know, although I must confess that, if I had cared to inquire, I had ample opportunities for discovering why they acted so peculiarly.

VI. Amend the following sentences:—(a) Being greatly fatigued we hired a vehicle which turned out to be the worst we had ever before travelled in. (b) When I pass off my examination, I shall sell away all my books. (c) I have had fever since two days: I request therefore your favour of granting me leave of absence. By Monday I hope I shall be alright.

VII. 1. Expand the following sentence into a fully formed simile:—Courtesy is a flower of slow growth requiring care to bring it to perfection. 2. Write the following couplet in unfigurative language:—

Words are like leaves; and where they most abound
Much fruit of sense beneath is rarely found.

3. Point out and name the figures of speech in the following sentence:—We left Pitt in the zenith of prosperity and glory, the idol of England, the terror of France, and the admiration of the whole civilised world.

MONDAY, 1ST DECEMBER, 2 TO 4 P.M.

ENGLISH: PARAPHRASE AND COMPOSITION.

I. Paraphrase:—

Swift birds that skim o'er the stormy deep,
Who steadily onward your journey keep,
Who neither for rest nor for slumber stay,
But press still forward, by night and day,
As in your unwearying course ye fly,
Beneath the clear and unclouded sky;
Oh may we without delay, like you,
The path of duty and right pursue.
Ye rise with the earliest beams of day,
Your morning tribute of thanks to pay;
You remind us that we should likewise raise
The voice of devotion and song of praise;
There's something about you that points on high,
Ye beautiful tenants of earth and sky.

II. Write any fable or other story that you may know which illustrates the fidelity of the dog, or the sagacity of the elephant, or the ferocity of the tiger. (One page at least is expected).

III. Write an essay covering about three pages on—"Cleanliness."

MONDAY, 1ST DECEMBER, 4-5 TO 5-5 P.M.

THIRD PAPER IN ENGLISH.

PERSIAN.

Translate into English:—

روزي بادشاهي با وزير برآه مير رفت - بکشت
زاري رسيد درختان گندم ديد از قد آدم دراز تر -
بادشاه متعجب شد و گفت چنين دراز درختان گندم
گاهي نديدم - وزير عرض کرد که اي خداوند در وطن
من درختان گندم همچو قد فيل دراز مي شود - بادشاه
تبسم کرد - چون از مير باز آمد خط بمردمان وطن
خود برآه چند درختان گندم فرستاد تا که خط آنها رسيد
فصل گندم گذشته بود - القص بعد یکسال درختان گندم

ازانجا رسیدند - وزیر پیش بادشاه برد - بادشاه پرسید
چرا آوردی ؟ عرض کرد که در سال گذشته روزی
عرض کرده بودم که درختان گندم همچو قد فیل بلند
می شوند - تبسم کردید - باخود گفتم که سخن من دروغ
پنداشتید برای تصدیق سخن خود آوردم - بادشاه گفت
حالا باور کردم لیکن زبهار پیش کسی چنین سخن مگو
که بعد سالی باور کند *

شبھی قاضی در کتابی دید کہ ہر کہ سر خرد میدارد
و ریش دراز احمق می شود - قاضی سر خرد داشت
و ریش بسیار دراز - باخود گفت کہ سر را بزرگ کردن
لمی توانم - لیکن ریش را کوتاه خواهم کرد - مقراض
تلاش کرد لیافست - ناچار لیم ریش را در دست گرفت
و لیم نزد چراغ برد - چون موی را آتش گرفت شعلہ بر
دست او رسید - ریش را گذاشت ہم ریش او سوخت
شد - قاضی بسیار شرمندہ گردید بہ سبب اینکہ ہرچہ
در کتاب بود باثبات رسید *

HINDUSTANI.

Translate into English:—

ایک دن ایک بوڑھا اور اس کی بڑھیا دو تین بچے
چھوٹے چھوٹے ساتھ لے کر ہوی لکڑیاں توڑنے کے
واسطے اس غار کے پاس جہاں حاتم پوشیدہ تھا پہنچے۔
اور لکڑیاں امل جنگل سے چنے لگے۔ بڑھیا بولی کہ اگر

همارے دن ڪجهه ٻيلے آئے ۔ نو حاتم کو هم ڪهين ديكهه پائے ۔ اور اسکو پڪڙ ڪر نوفل ڪے پاس ليڄائے ۔ تو وه پالڄ سوا مشرفي ديتا ۔ اور هم آرام مے ڪهائے ۔ اس دڪهه دهندي مے چھوٽ ڄائے ۔ بوڙهے ڪها ڪيا تڙ تڙ ڪرئي هي جو همارے طالع مين بهي لڪها هي ڪ روڙ لڪڙيان توڙين اور سرپر دهرڪر بازار مين بيچين ۔ تب لون روڙي ميسر آوے ۔ يا ايڪ روز جنگل مے ٻاگھ ليڄاوے ۔ لے اپنا ڪام ڪر ۔ همارے هانھ حاتم ڪاهي کو آويگا ۔ اور بادشاه انے روپئي دلاويگا *

ٻه دونون ڪي ٻائين حاتم لے سنين ۔ مردمي اور مروت مے بعيد ڄانا ڪه اپنے ٽئين چھپائے اور ڄان کو بچائے اور دونون بيچارون کو مطلب ٿڪ نہ پھنچائے ۔ مڇ هي اڪر آدمي مين رحم نهين تو وه انسان نهين ۔ اور جسڪي جي مين درد نهين وه قصائي هي *

غرض حاتم ڪي جوانمردي لے نہ قبول ڪيا ڪه اپنے ڪانون مے سنڪر چيڪا هورھے ۔ وونهين ٻاهر نڪل آيا اور اس بوڙهے مے ڪها ۔ ڪه اي عزيز حاتم مين هي هون ۔ ميرے ٽعين نوفل ڪے پاس لے چل ۔ وه مجھے ديكههيا اور جو ڪجهه روپئي مجھے دينے ڪا قرار ڪيا هي تجھه ديگا ۔ پير مردنے ڪها مڇ هي ڪه اس صورت مين بهلائي اور بهمودي ميري البتہ هي ۔ ليڪن وه ڪيا ڄالے تجھه مے ڪيا سلوك ڪرے ۔ اڪر مارڙالے تو ميھ ڪيا ڪرون *

MARATHI.

Translate into English :—

गोदातीरीं राक्षसभुवनापासून २० कोशांवर जांव ह्मणून एक गांव आहे. तेथें सूर्योपंत ह्मणून एक कुटुंबरणी रहात असे. तो जातीचा नामदग्नयगोत्री ऋग्वेदी देशस्थ ब्राह्मण असून सूर्योपासक असे ; त्याचा पुत्र रामदास. ह्याच्या आईचें नांव राणूबाई. ह्याचें पहिलें नांव नारायण होतें, परंतु पुढें तो रामाची भक्ति करूं लागला, ह्मणून त्याचें नांव रामदास असें पडलें. त्याचा वडील भाऊ गंगाधर ह्मणून होता ; त्यास रामी-रामदास ह्मणत. त्याचा जन्म शके १५२७ त झाला. त्यानें भक्तिरहस्य नामें ग्रंथ केला आहे ; शिवाय अद्यात्मपर पदें केलीं आहेत. तो शके १५९९ त फाल्गुन वद्य १३ स निज-धामास गेला. रामदास लहानपणापासून विरक्त होता. तो मारुतीचा अवतार असें ह्मणतात. त्याच्या आईबापांनीं त्याचें लग्न करण्याची सर्व तयारी केली होती ; पण त्याच्या मनांत लग्न करून घेण्याचें नव्हतें, ह्मणून तो पळून गेला. तो काहीं दिवस नाशिक क्षेत्रीं पंचवटींत राहून पुढें सातऱ्याजवळ चांफळ एथें जाऊन राहिला. तो बहुत करून तीर्थयात्रा करित फिरत असे. त्याच्या शिष्यमंडळींत शिवाजी राजा होता. शिवाजीनें आपलें सगळें राज्य रामदासास दिलें ; तेव्हां त्यानें त्याचा स्वीकार करून तें पुनः शिवाजीच्या स्वुधीन केलें, आणि

तो सृणाला कीं, माझ्या स्वामित्वाची इतकीच खूण असावी कीं, तुझ्या फौजेचा शेंडा भगवा असावा. तेव्हांपासून शिवाजी-ने आपल्या फौजेंत मगव्या शेंड्याची चाल पाडली. शूद्र वगैरे हलक्या जातीच्या हिंदूंत जीहार म्हणण्याच्या ठीकाणीं रामराम म्हणण्याची जी चाल पडली आहे तीहि शिवाजीनेंच नवी पाडिली. .

TAMIL.

Translate into English:—

ஒரு ஒட்டன் ஒரு குடியானவனது தோட்டத்தில் மிகக் குறைந்த தொகைக்கு ஒரு கிணறு வெட்டுவதாக ஒப்புக்கொண்டு, நான்கு நாள் கஷ்டப்பட்டுப் பத்தடி ஆழம் வெட்டினான். மறுநாட் காலையில் அவன் வழக்கப்படி வேலைக்கு வந்தபொழுது அந்தக் கிணற்றின் பக்கம் இடிந்து விழுந்து மேற்புறத்திலிருந்து இரண்டடி ஆழம் வரையில் மண்மூடியிருப்பதைக் கண்டு, தன் கஷ்டம் வீணாயிற்றென்று விசாரப்பட்டு, கொஞ்சம் ஆலோசித்துத் தன் மேல்வேஷ்டியைக் கிணற்றங்கரையில் வைத்து விட்டு, எவரும் காணாதபடி தன் வீட்டுக்குப் போய்ப் படுத்துக் கொண்டான். ஒரு மணி நேரத்திற்குப் பிறகு வீட்டார் கிணறு இடிந்து விழுந்திருப்பதையும் ஆளில்லாமல் மேல்வேஷ்டிமட்டும் கிணற்றங்கரையிலிருப்பதையும் பார்த்து ஒட்டன் இறந்தானென்று நினைத்து, அந்தச் சங்கதியை எல்லாருக்கும் தெரிவித்தார்கள். அப்பொழுது அயலார் பதின்மர் வந்து கிணற்றிலிறங்கி அதி விரைவில் அந்த மண்ணை வாரி எடுத்துவிட்டார்கள். ஆனால் அதிக ஆழந் தோண்டியும் ஒட்டன் காணப்படாமையால் எல்லாரும் ஆச்சரியப்படத் தொடங்கினார்கள். அதற்குள் ஒட்டன் கையில் கட்டப்பாறையுடன் கிணற்றண்டை வந்து, “அப்பன்மாரே, என்பொருட்டு நீங்கள் மிகவும் சிரமப்பட்டீர்கள் உங்களுக்கெப்படி என் நன்றியறிதலைக் காட்டுவேன்? விடிய ஒருமணிநேரத்துக்கு முன் நான் இவ்விடம் வந்தேன். தலைநோய் கண்டதனால் நிற்கமாட்டாமல் சற்றுப் பொறுத்து பீரஸ்டென்று வீட்டிற்குப்போனேன். அதற்குள்

గ్రామమున కొకమైలు దూరములో నున్న యాచెఱువుగట్టుమీఁద నడవవలసి వచ్చెను. వాఁడు గట్టుపైని సగముదూరము వచ్చు నప్పటికి ఒకచోట నువకము గట్టుపై పొరలి పోవుచుండుటయేగాక దానిలో నొకచిన్న రంధ్రములోనుండి ప్రవహించుచున్నట్టును గనఁ బడెను. అంతట వాఁడు తటాకములోని జల మంతయు వ్యర్థముగా బయటికిఁ బోయినపక్షమున గ్రామస్థులలో ననేకులు పంట లేక శ్రమపడుదు రని భయపడి తనగ్రామమునకు పరుగెత్తి గ్రామస్థులతో చెఱువుగట్టున రంధ్రముపడి నీరుపోవుచున్నదని తెలియఁ జేసెను.

KANARESE.

Translate into English :—

బబ్బ డక్కిఁబడియుండునను బండు కాడినల్లి కేలవు అక్కియ కాళుగళన్న జేసి అవుగళమేఱి కణ్ణిగే కాణిసదంత బలియన్ను బిసి ఁందక్కి డొగి బందువరద ఁందుగడ అవితుకొందిద్దను. స్వల్ప డొత్తినొళగాగి బబ్బ పారివాళగళ అరసను తన్న పరివార దొడనే ఆ స్థళక్కి సమిపదల్లి బంవిళదను. ఆ రాజను అక్కియ కాళుగళన్న నొడి తన్న సుత్తలొ ఇద్దవరన్ను కురితు ఁగేందు జేళదను : “ ఈ విజనవాద కాడినల్లి అక్కియ కాళుగళు డొగే బందవు ? యాచొ బబ్బరు ఇవుగళన్న ఇల్లిగే తందరజేకు. జేన్నగి విజారమాడవవరేగొ అవుగళన్న తిన్నజేడి.” అదరే, పారివాళగళు ఁతొక్కిగే కివికొడదే అవుగళన్న తిన్నజేకేందు కేళగళదు బలియల్లి సక్కు బిద్దవు. బళక అరసనొ తానా గియే బండు అవుగళొడనే సేరి కొండను. బళక సేరిబిద్దిద్ద పక్షిగళన్నకురితు రాజను ఇంతందను : “ ఇదు కత్తువిన కేలస వేందు ననగే తొరితు. నాను జేళవడాగే నిఱవు కాదిరలారదే డొదిరి ; ఈగ ఁనాయీతు నొడి. నాను ఁద్దొరిసిరువదన్ను లాతీసి. సణ్ణ సణ్ణ వస్తొగళుకొడ దొడ్డ దొడ్డ కేలసగళన్న నివఁఁబబల్లవేంబుదు నమగేల్లా తిళదే ఇదే : దారగళన్న డొ

ಸಮ ದಪ್ಪಹಗ್ಗಮಾಡಿ ಅವುಗಳಿಂದ ದೊಡ್ಡ ದೊಡ್ಡ ಮೃಗಗಳನ್ನು ಕೂಡ ಕಟ್ಟಿ ಬಿಡಬಹುದು. ಈಗ ನೀವೆಲ್ಲರೂ ಒಂದೇ ಸಲ ಬಲೆಯನ್ನು ಎತ್ತಿಕೊಂಡು ಇನ್ನೊಂದು ಸ್ಥಳಕ್ಕೆ ಹಾರಿಬಿಡಿ.” ಆ ಕಾಲಕ್ಕೆ ಸರಿಯಾಗಿ ಪಾರಿವಾಳಗಳನ್ನು ಹಿಡಿದುಕೊಳ್ಳುವದಕ್ಕಾಗಿ ಬರುತ್ತಿದ್ದ ಹಕ್ಕಿಹಿಡಿಯುವವನು ಪಕ್ಷಿಗಳು ತನ್ನ ಬಲೆಯನ್ನು ಅಂತರಿಕ್ಷದಲ್ಲಿ ಹೊತ್ತುಕೊಂಡು ಹೋಗುವದನ್ನು ಕಂಡು ಬೆರಗಾಗಿ ಹೋದನು. ಪಾರಿವಾಳಗಳು ಇನ್ನೂ ಬಲೆಯಲ್ಲಿ ಸಿಕ್ಕಿಕೊಂಡಿದ್ದವು. ಅಗರಾಜನು ತನ್ನವರನ್ನು ಕೂರಿತು. “ನನ್ನ ಸ್ನೇಹಿತರಲ್ಲಿ ಒಬ್ಬನಾದ ಇಡೀಗಳರಸನಿರುವ ಕಾಡಿನ ಬಳಿಗೆ ಹಾರಿಬನ್ನಿ. ಅಲ್ಲಿಗೆ ಹೋದರೆ ಇಡೀಗಳರಸನು ತನ್ನ ಹಲ್ಲುಗಳಿಂದ ಬಲೆಯನ್ನು ತುಂಡು ತುಂಡಾಗಿ ಕತ್ತರಿಸಿಬಿಡಬಲ್ಲನು” - ಎಂದು ಹೇಳಿದನು. ಅವನ್ನು ಕೇಳಿದಕೂಡಲೆ ಪಾರಿವಾಳಗಳೆಲ್ಲಾ ಇಡೀಗಳರಸನು ವಾಸಮಾಡುವ ಬಿಲದಮುಂದೆ ಬಂದಿಳಿದವು. ಇವಿ ಪಾರಿವಾಳಗಳ ರಾಜನನ್ನೇ ವೊದಲುಬಿಡಿಸಲಾರಂಭಿಸಿದನು; ಬಳಿಕ ಅವನ ಪ್ರಾರ್ಥನೆಯಮೇಲೆ ಅವನಪರಿಜನರ ಬಂಧನವನ್ನು ಬಿಡಿಸುವದಕ್ಕಾಗಿ ಅವನನ್ನು ಬಿಟ್ಟುಹೋದನು; ಕೊನೆಗೆ ತನ್ನ ಹರತವಾದ ಹಲ್ಲುಗಳಿಂದ ರಾಜನನ್ನು ಬಿಗಿದಿದ್ದ ಹಗ್ಗಗಳನ್ನು ಕತ್ತರಿಸಿದನು. ಅಗ ಪಾರಿವಾಳಗಳ ರಾಜನು ಅತ್ಯಂತಂತೋಷದಿಂದ - “ನಾವು ನಿನಗೆ ಎಷ್ಟು ಒಡ್ಡುಪಟ್ಟಿದ್ದೇವೆ! ಯಾವಜ್ಜೀವವೂ ನಾವು ನಿನ್ನ ಗುಲಾಮರೆಂದು ತಿಳಿ. ಆಪತ್ತಿಗೆ ಅವನನ್ನೇ ನಂಬ” ಎಂದು ಹೇಳಿತು.

MALAYALAM.

Translate into English :—

അറബിരാജ്യത്തിൽ ആലി എന്ന സ്വൽത്താൻ അന്ത്രഭേദത്തു യുദ്ധം ചെയ്തും സ്വദേശത്തുള്ള പ്രജകളെ ഹി.സി.ച്ചും കൊണ്ടു തന്റെ രാജ്യമെല്ലാം നാശവും ശൂന്യവുമാക്കിത്തീർത്തു. അപ്പൻറെ മന്ത്രി തനിക്ക് ഒരു ജൂഹി പക്കിടാക്കു പറിച്ചിട്ടു പ്രകാരവും അതുകൊണ്ടു ഏതു പക്കിയും സംസ്കരിച്ചാൽ അതിന്റെ അർത്ഥം അറിയാമെന്നു നയിച്ചു. ഒരുനാൾ ആ മന്ത്രി രാജാവിനോടു കൂടെ നായാട്ടുവാൻ

ചോദ്യം മടങ്ങി വരുമ്പോൾ വഴിയിൽ ഒരു മരത്തിന്മേൽ രണ്ടു മുങ്ങുകൾ ഇരുന്നു ഗ്രാമമായി സംസാരിക്കുന്നത് കേട്ടു രാജാവു മന്ത്രിയെ നോക്കി റോ മുങ്ങുകൾ എന്താണ് പറയുന്നതെന്നറിവാൻ ഏനിക്കിച്ചു യുണ്ട്. അതുകൊണ്ടു അപരമെ സംഭാഷണം കേട്ടു അതിന്റെ വിവരം എന്നെ അറിയിക്കൂ എന്നു കല്പിച്ചപ്പോൾ മന്ത്രി മരത്തിന്റെ സമീപത്തു ചോയി നിന്നു ബഹുജാഗ്രതയായി കേൾക്കുന്ന പോലെ ഭാവിച്ചു മടങ്ങി വന്നപ്പോൾ എന്താണ് കേട്ടത് എന്നു സുൽത്താൻ ചോദിച്ചു. തനിക്കു അതു പറയാൻ ധൈര്യമില്ലെന്നു മന്ത്രി ഉണർത്തിച്ചു. സുൽത്താൻ റോ ഉത്തരം കൊണ്ടു തൃപ്തിപ്പെട്ടതെ ആ മുങ്ങുകൾ പറഞ്ഞു കേട്ടു കഴികയുള്ളൂ ചെന്നു നിബന്ധിച്ചപ്പോൾ എന്നാൽ കേൾപ്പിൻ എന്നു മന്ത്രി ഉണർത്തിച്ചു പറഞ്ഞാ വിതു:- റോ കൂട്ടന്മാരിൽ ഒന്നിനു ഒരു ആൺ കുഞ്ഞും മറ്റൊന്നിനു ഒരു പെണ്കുഞ്ഞും ഉണ്ട്. അപരിവൃദ്ധരും തങ്ങളുടെ കുഞ്ഞുകളെ രമ്മിൽ വിവാഹം ചെയ്തിട്ടില്ലാത്തവരും ആലോചിക്കുകയുണ്ടു. അപരിവൃദ്ധരും ആണിന്റെ അച്ഛൻ പെണ്ണിന്റെ അച്ഛനോടു നിന്റെ മകൾക്കു 50 പാശായ ഗ്രാമങ്ങൾ സ്ത്രീധനമായി കൊടുത്താൽ റോ വിവാഹത്തിന്നു ഞാൻ സമ്മതിക്കുമെന്നു പറഞ്ഞു. ദൈവത്തിന്റെ മടക്കം കൊണ്ടു നമ്മുടെ സുൽത്താനാലി സുഖമായി രാജ്യം വാണുകൊണ്ടിരിക്കുന്നുവെന്നും പാശ് ഗ്രാമങ്ങൾക്കു എന്തുകാലിൽ. അമ്പതു ഗ്രാമങ്ങളെയോ ചോദിച്ചു? ഞാൻ 500 ഗ്രാമങ്ങളെ തരുന്നുണ്ടു എന്നു പെണ്ണിന്റെ അച്ഛൻ ഉത്തരമായി പറഞ്ഞപ്പോൾ മന്ത്രി ബോധിപ്പിച്ചു. റോ കഥ സുൽത്താന്റെ ഹൃദയത്തിന്നു വല്ലതെ തട്ടി. താൻ പാശാക്കിയ ഗ്രാമങ്ങളെല്ലാം വീണ്ടും പണിയിച്ചു അതിന്റെ ശേഷം ഏല്പാപ്പോഴും പ്രജകളുടെ ക്ഷേമം ആലോചിച്ചു പോരുകയും ചെയ്തു.

URIYA.

Translate into English :—

ବାୟୁ ନ ସ୍ଥଳେ ଉଷାକାଳୀନ ଅକାଶର ଅରୁଣିମା, ପ୍ରଭାତର
କାଞ୍ଚନ କାନ୍ଥ, ମିଆଁଭର ସୁପ୍ରସର ତେଜ ଏବଂ ସାୟଂକାଳୀନ
ଜାମୁଦପଟକର ଅନୁବଚନାୟ ରମଣୀୟତା, କିଛିହିଁ ନୟନଗୋଚର

ହୁଅନ୍ତା ନାହିଁ । ବାୟୁ ନ ଥିଲେ ଇନ୍ଦ୍ର କୋଦଣ୍ଡର ମନୋ-
ହାରଣୀ ଶୋଭା, ତଞ୍ଜଳ ବାୟୁଦମାଲର ସ୍ଥିଗ୍ଧରୁଚି ଏବଂ କନକପ୍ରଭ
ସୌଦାମିନୀର ବିଚିତ୍ର କ୍ରୀଡ଼ା ଲକ୍ଷିତ ହୁଅନ୍ତା ନାହିଁ । ବାୟୁ ନ
ଥିଲେ ଅମୃତାମ୍ବର ଏହି ଅବାସରୁମି ବସୁନ୍ଧରା ଦେହ ଅଂଶ-
ମାଲିର ପ୍ରତୀତି ତେଜରେ ଦଗ୍ଧ ହୋଇ ଯାଆନ୍ତା । ବାୟୁରାଶି ନ
ଥିଲେ ସାୟଂକାଳୀନ ସୂର୍ଯ୍ୟ କ୍ଷଣକ ମଧ୍ୟରେ ଅଗ୍ରମିତ ହୋଇ ସମସ୍ତ
ଅବମାନଶ୍ରମକୁ ଘୋରତମ ଅନ୍ଧକାର ସମୁଦ୍ରରେ ନିମଗ୍ନ କରନ୍ତା ।
କିନ୍ତୁ ବାୟୁରାଶି ସ୍ବଦେହରେ କିୟତ୍ତପରମ ଶ୍ରୀ ସୌରରଶ୍ମି ସଞ୍ଚୟ କରି
ରଖି ତାହାକୁ ନିମେଷେ ପରିତ୍ୟାଗ କରେ; ସୁତରାଂ ସାନ୍ଧ୍ୟ ଅନ୍ଧ-
କାର ନିମଣ୍ଡଳ ଧରଣୀ ମୁଖକୁ ଅଛାଦିତ କରେ ଏବଂ ଏହି ପ୍ରକାରେ
ଆବମାନେ ବିଶ୍ରାମାର୍ଥ ଅଶ୍ରୟ ଲେଉଟିବାକୁ ସମୟ ଏବଂ ସୁବିଧା ଲାଭ
କରନ୍ତି । ବାୟୁ ନ ଥିଲେ, ନିଶାବସାନ ନୋହୁଣୁ ପ୍ରତୀତି ମାର୍ତ୍ତୀ
ଦିଗ୍ଗଲୟୋପରି ଉଦିତ ହୋଇ ପ୍ରତୀତି କରିବା ସଂଯାତଦ୍ବାରା ଆବ-
କୁଳକୁ ଦଗ୍ଧ କରନ୍ତା; କିନ୍ତୁ ବାୟୁମଣ୍ଡଳ ପ୍ରଥମତଃ ସୂର୍ଯ୍ୟର ଏକମାତ୍ର
ରଶ୍ମି ଲେଖା ଗ୍ରହଣ କରି ଜଗତକୁ ଉଷାର ଅଗମନ ବାର୍ତ୍ତା
ପ୍ରଦାନ କରେ, ତଦନନ୍ତର ଏକ ଅସ୍ପକ କରିବା ଗ୍ରହଣ କରି
ଶବ୍ଦର ଅନ୍ଧକାରକୁ ବିଦୂରୀତ କରେ ଏବଂ ମୃତୁ ମନ୍ଦଭବରେ
ନିଦ୍ରା ଧରଣୀର ମୁଖୋପରି ସୌରଜ୍ୟୋତିକୁ ପାତ୍ତିତ କରି ତାହାକୁ
ଜାଗ୍ରତ ଏବଂ ନିଗମନ କରେ ।

ENGLISH COMPOSITION.

Write an essay on "The Pleasures of Travelling."

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. Give an account of the life of Saubhari. What lesson do you draw from it?

II. Explain the following with reference to the context:—

1. बलसत्याननावलोकनात्कृष्णोऽध्यात्मानं गोचक्रान्तराव-
स्थितमिव मेने ॥
2. अङ्कुरेऽप्यविसंवादि सहकारस्य सौरभम् ॥
3. ईप्सितालोकनप्रीत्या स्वभावि हि विभाव्यते ॥
4. आत्मनो बन्धुरात्मैव गतिरात्मैव चात्मनः ॥

III. 1. What are the virtues of रयमन्तकमणि? What sort of a person is qualified to wear it? 2. Is there any reference in the Vishṇupurāṇa to the practice of Suttē (अनुमरण)?

IV. Explain the following passages:— 1. सवनगतान् क्षत्रिय-
वैश्यान् निघ्नन् ब्रह्महा भवतीत्येवंप्रकारं दीक्षाकवचं प्रविष्ट एवा-
क्रूरस्तथो ॥

2. पुरा शुद्धोदनः श्रीमान् राजा शाक्यपुरेऽभवत् ।
खलासक्ता स्वभावेन लक्ष्मीर्गुणगणार्पिता ।
आश्चर्यकारिणा येन कृता सत्यक्षपातिनी ॥
3. वयःपर्याप्तिमाप्नोऽपि पर्याप्तिं नाश्रयत्ययम् ।
इतीव पलितव्याजाज्जरा वृद्धं हसत्यसौ ॥
4. नापुष्पः पादपः कश्चिन्नाफली नापि कण्टकी ।
षट्पद्मैर्वाप्यनाकीर्णो न कश्चित् काननेऽभवत् ॥

5. नेमां बालां वने हिंस्युः क्रव्यादा मांसगृद्धिनः ।

इति कृत्वा स्म रक्षन्ति शकुन्ता मेनकात्मजाम् ॥

V. Re-write the following in prose order substituting synonyms for the words underlined :—

प्राज्ञस्तु जल्पतां पंसां श्रुत्वा वाचः शुभाशुभाः ।

गुणवद्वाक्यमादत्ते हंसः क्षीरमिवाम्भसि ॥

VI. 1. Give the meaning of the following: (a) क्रीडनक, (b) धात्री, (c) बडवा, (d) मारिका, (e) तितिक्षा, (f) अमिश्रित, (g) वैखानस, (h) वृणप, (i) शिबिका, (j) दोषज्ञ, (k) पक्कण, (l) अप्रमद्भिषो. 2. Give the literal meaning of — (a) पदातिः, (b) स्वस्त्रीयः and (c) निमित्तज्ञः. 3. Distinguish between — (a) कुशल and अनामय. and (b) हर्म्य and चैत्य. 4. How are the following names accounted for :— (a) सर्वदमनः and (b) शाक्यमुनिः. 5. (a) वाहिनी चतुरङ्गिणी. What are the four angas of an army?

(b) अष्टात्रैव समासेन विवाहाः धर्मतः स्मृताः ।

Name any four of the eight forms of marriage.

VII. 1. Explain the allusions in— (a) जतुगृहदग्धानां पाण्डु-
तनयानां त्रिदितपरमार्थेऽपि भगवति ॥

(b) क्षत्रजातश्च यः पूर्वमभवद्वाह्यलो बलात् ॥

2. Quote (a) the verse which describes the ideal wife, (b) any one of the verses in which सत्यम् is extolled.

VIII. 1. Explain and give one instance of each of the following:—

- (a) गुणसन्धि and (b) वृद्धिसन्धि ; 2. Re-write the following with sandhi:— (a) प्र + एजते (b) सः + एषः + दाशरथिः + रामः (c) वाक् + हरिः (d) तत् + श्लोकेन.

IX. 1. Write the vighrahavākya of (a) अतीतकालरम्भः

(पुरुषः), (b) कर्गाकर्णिकया, (c) क्षुत्पिपासाश्रमातुरान्,

(d) सदारः. 2. Name all the compounds in (c) in the above.

3. सप्ताष्टदिनानि (Seven or eight days). Form a similar compound signifying 'five or six days.'

X. 1. Point out the grammatical peculiarity in the following:—

- (a) निर्वृष्टुकामः, (b) युवराजः. 2. Give one instance of each of the following:—(a) Double accusative, (b) Genitive absolute.

XI. How is the meaning of the roots शिष्, नो, वृत् and स्था modified by prefixing to them, respectively, the Upasargas वि, आ, नि and प्र?

XII. Give: 1. the nominative forms of ददत् and महत् (both masculine); 2. the instrumental forms of मघवन् and अनङ्गुहः ; 3. the vocative forms of श्री and अम्बा ; 4. the locative forms of पूर्वं and अस्मत् ; 5. the third person plural, present tense (लट्) of जागृ ; 6. the third person (all the three forms), aorist (लुङ्) of जन् (to be born); 7. the third person plural, perfect tense (लिट्) of त्यज् ; 8. the second person (all the three forms), imperative mood (लोट्) of ईक्ष्.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
SANSKRIT: TRANSLATION.

I. Translate into English:—

1. (a) सर्वस्य धातारमचिन्त्यरूप-

मणोरणीयांसमतिप्रमाणम् ।

सितासितं चेश्वरमीश्वराणा-

माराधयिष्ये तपसैव विष्णुम् ॥

इत्यात्मानमात्मनैवाभिधायासौ सौभरिरपहाय पुत्रगृहासन-
परिग्रहादिकमशेषमर्थजातं सकलभार्यासमन्वितो वनं प्रविवेश ।
तत्राप्यनुदिनं वैखानसनिष्पाद्यमशेषक्रियाकलापं निष्पाद्य क्षपित-
सकरूपापः परिपक्वमनोवृत्तिरात्मन्यद्वीन् समारोप्य भिक्षुरभवत् ॥

(b) तत्र हर्म्यगतापश्यत्तं कन्याभिजनोज्ज्वला ।

मृगजा नाम मृगजामोदिनी मृगलोचना ॥

(c) निर्वीणशब्दं श्रुत्वा राजपुत्रः समीहितम् ।

तां ददर्शोन्मुखः पद्मवनानीव दिशन् दृशा ॥

(d) जागर्ति संसारगृहे मनीषी .

मोहान्धकारे स्वपिति प्रमत्तः ।

प्रजागरी जीवित एव लोके

मृतस्य सुप्तस्य च को विशेषः ॥

(e) राजन् सर्षपमात्राणि परच्छिद्राणि पश्यसि ।

आत्मनो हस्तिमात्राणि पश्यन्नपि न पश्यसि ॥

- (f) यस्य ते हृदयं वेद सत्यस्यैवानृतस्य वा ।
कल्याणावेक्षणं तस्मात्कर्तुमर्हसि धर्मतः ॥
- (g) अनृतद्योत्प्रसङ्गस्ते श्रद्धासि न चेत्स्वयम् ।
आत्मना हन्त गच्छामि त्वाद्दशे नास्ति सङ्गतम् ॥
- (h) एकोऽहमस्मीति च मन्यसे त्वं
न हृच्छयं वेत्सि मुनिं पुराणम् ।
यो वेदिता कर्मणः पापकरय
तस्यान्तिके त्वं वृजिनं करोषि ॥
2. (a) किं तस्य दानैः किं तीर्थैः किं तपोभिः किमश्वरैः ।
हृदिस्थो यस्य भगवान्मङ्गलायतनं हरिः ॥
- (b) योवनं धनसंपत्तिः प्रभुत्वमविवेकिता ।
एकैकमप्यनर्थाय किमु यत्तु चतुष्टयम् ॥
- (c) विद्या ददाति विनयं विनयाद्याति पात्रताम् ।
पात्रत्वाद्धनमाप्नोति धनाद्धर्मं तत्तत्सुखम् ॥
- (d) मितद्रोही वृत्तप्लथ यश्च विश्वासघातकः ।
तयस्ते नरकं यान्ति यावच्चन्द्रदिवाकरम् ॥
- (e) अयं बन्धुः परो वेति गणना लघुचेतसाम् ।
पुंसामुदारचित्तानां वसुधैव कुटुम्बकम् ॥
- (f) काले प्राप्तं महारत्नं यो न गृह्णात्यबुद्धिमान् ।
अन्यहस्तगतं दृष्ट्वा पश्चात्स परितप्यते ॥

(g) यथा परोपकारेषु नियं जागर्ति सज्जनः ।

तथा परापकारेषु जागर्ति सततं खलः ॥

(h) रक्तचं कमलानां सत्पुरुषाणां परोपकारित्वम् ।

असतां च निर्दयत्वं स्वभावसिद्धं त्रिषु त्रितयम् ॥

II. Translate into Sanskrit :

1. Hariśchandra, King of Benares, had no children for many years of his married life. He prayed to God Varuṇa for a son, saying "Give me a son, and I shall sacrifice him to you." His prayer was granted, and a son was born to him whom he named Rohita. The father delayed the performance of his vow, and going

in search of a substitute (प्रतिनिधिः), met a poor man named

Ajigarta. Ajigarta had three sons. He did not like to sell the eldest son. His wife did not like to part with the youngest. The middle son Śunahśpa was sold for 100 cows, and was bound to the Yūpa post as a sacrifice. Then the boy prayed to Brahma, Agni, and Śūrya to free him from the bonds. These gods were unable to free him. He then prayed to Varuṇa who manifested himself to his worshipper, and released him. 2. Virtue is the only highest good; forgiveness alone can give perfect peace: true knowledge alone can give lasting satisfaction: and doing good to others alone can give true happiness.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. 1. Decline *aedes* (house), *vicem*, *alter*, *robur*. 2. (a) Give the genitive singular and gender of *Thrax*, *gynaecoonitis*, *lapis*, *lis*, *sacerdos*; (b) the genitive plural of *jugerum*, *dives*, *vectigal*, *plus*, *felix*; (c) the locative of *Chersonesus*;* (d) the accusative of *Pausanias*, *Poecile*, *Delphi*, *dos*, *Alyus*.

II. 1. Compare: *saepe*, *fortiter*, *diu*, *potis*, *secus*. What forms are used as the comparative and superlative of *parum*? 2. (a) *saltasse*, (b) *collabefactus*, (c) *spondet*, (d) *devictus*, (e) *devinctus*, (f) *infoderunt*. With regard to the above verbal forms; i. state what part of the verb each is; ii. give in the active the principal parts of each verb; iii. give the present subjunctive 2nd pers. sing. of (a), (b), and (c), and the future indicative first pers. sing. of (d), (e) and (f).

III. 1. Derive adverbs from: *dignus*, *tutus*, *meritus*, *constans*, *comis*. 2. Derive adjectives from: *pecunia*, *Syracusae*, *Plataeae*, *gloria*, *Corcyra*.

IV. Translate into Latin:--(a) He was ostracised; (b) He was on the point of gaining the town; (c) He was appointed consul in his thirtieth year; (d) He was tried on a capital charge; (e) He was accustomed to help the poor with his money; (f) Damages were assessed at 50 talents; (g) No one was too poor to gain access to him.

V. 1. Translate. 2. Parse the italicised words:--(a) *Quaerit causae quid sit tam repentini consilii.* (b) *In tanta paupertate decessit, ut qui efferretur vix reliquerit.* (c) *Confidere cives potuerunt sui talem eum futurum, qualem cognitum judicarent.* (d) *Undique qui Atheniensium rebus studuissent ejectis, decem delegerat in unaquaque civitate, quibus summum imperium committeret.* (e) *Pontem fecit in Histro flumine, qua copias traduceret.* (f) *Orchomeniis missus subsidio occisus est.*

VI. 1. Give the meaning of the following as they occur in your text:--(a) *immodestia, hospitium, tumultus, tyrannus, generosus, metallum, testudo, obsonium, tropaeum, antistes*; (b) *largitio magistratum, impotens dominatio, repulsam ferre, quo valet*. 2. What is the difference in meaning between *nubere* and *in matrimonium ducere*?

VII. Illustrate by examples the constructions of *pudet, opus* with *sum, and convenit*; and complete the following:--*venire non potuit, quippe quem. . . .*

VIII. 1. Translate. 2. Recast as directed:--(a) *Morem ei gesserunt.* [Use the passive.] (b) *Quantum pecuniae quacque civitas daret, Aristides delectus est qui constitueret.* [For the italicised phrase use the gerund.] (c) *Petiit a Pharnabazo ut ad ephoros sibi testimonium daret, quanta sanctitate bellum gessisset sociosque tractasset, deque ea re accurately scriberet: magnam enim ejus auctoritatem in ea re futuram.* [Turn the indirect into direct narration commencing with *da testimonium.*]

IX. Translate and explain the following:--(a) *Hoc longe alio spectabat atque videri volebant.* (b) *Hanc urbem ei rex donarat, his equidem verbis, quae ei panem praeberet.* (c) *Lacedaemonii legatos cum clava ad eum miserunt.*

X. 1. Write short notes on *Ostracism* and *Ephors*. 2. Name, with dates and results, the chief battles of the Persian wars.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:--1. *Hos postquam Athenas pervenisse ratus est, ad magistratum senatumque Lacedaemoniorum adiit, et apud eos liberrime professus est, Athenienses suo consilio, quod communi jure gentium facere possent, deos publicos, suosque patrios ac penates, quo facilius ab hoste possent defendere, muris sepsisse; neque eo, quod inutile esset Graeciae fecisse. Nam illorum urbem ut propugnaculum oppositum esse barbaris, apud quam jam his classes regias fecisse naufragium. Lacedaemonios autem male et iniuste facere, qui id potius intuerentur quod ipso-*

rum dominationi, quam quod universae Graeciae utile esset. 2. Fuit Cimon tanta liberalitate, quum compluribus locis praedia hortosque haberet, ut nunquam in eis custodem imposuerit fructus servandi gratia, ne quis impediretur quominus ejus rebus, quibus quisque vellet, frueretur. Semper eum pedisequi cum nummis sunt secuti, ut, si quis opis ejus indigeret, haberet quod statim daret, ne differendo videretur negare. Saepo quum aliquem, offensum fortuna, videret minus bene vestitum, suum amiculum dedit. Quotidie sic coena ei coquebatur, ut quos invocatos vidisset in foro, omnes devocaret. 3. Omnes et habentur et dicuntur tyranni, qui potestate sunt perpetua in ea civitate quae libertate usa est. Sed in Miltiade erat quum summa humanitas, tum mira communitas, ut nemo tam humilis esset, cui non ad eum aditus pateret; magna auctoritas apud omnes civitates, nobile nomen, laus rei militaris maxima. Haec populus respiciens, maluit eum innoxium plecti, quam se diutius esse in timore.

(Not from Text-Books.)

II. Translate into English:—1. Arion, cantor et poeta nobilis, Methymnae, in Lesbo insula, natus est. Is, patria relicta, venit in eam Italiae partem cui nomen Magna Graecia, diuque Tarenti habitavit, ubi arte sua ingentem pecuniae vim cumulavit. Postea, quum navem conscendisset in patriam rediturus, nautae de eo interficiendo deliberarunt, ut illius opibus potirentur. Arion non-nihil spatii ut sibi concederetur postulavit, quo, instar cygni (*swan*) morituri, suas ipse exsequias (*funeral*) caneret. Quod quum impetrasset, stans in puppi, carmen cecinit; eoque peracto, se in mare praecipitem dedit. Statim delphinus (*dolphin*) accurrit, et exceptum dorso Arionem ad littus Laconiae incolumem vexit. 2. Cleomenes, Lacedaemoniorum rex, interrogatus quodnam esset boni regis officium, respondit: "Amicis bene, inimicis male facere." Laudante quodam hoc regis responsum, "Longe melius erat," inquit Socrates, "si dixisset: Amicis benefacere, ex inimicis autem amicos facere."

III. Translate into Latin:—1. Cineas was the friend of Pyrrhus, king of Epirus. He was a man of great eloquence, and was by some compared with Demosthenes, the greatest of Greek orators. Pyrrhus used to say that he had taken more towns by Cineas' eloquence, than by the force of arms. Having defeated the consul Valerius Laevinus in the battle at Heraclea, Pyrrhus sent Cineas to Rome, to consult about the peace. Cineas was gifted with such memory that, in one day, he learned the names of all the Roman senators and knights (*eques*), and could call each of them by his own name. 2 (a) She is as skilful in singing as in speaking and writing. (b) He was accused of treason, and fined 35 talents. (c) Cicero was born on the 3rd of January, 106 B.C., and was murdered on the 7th of December, 43 B.C. (d) It is of great importance not only to us, but also to all the citizens. (e) I stayed ten years at Rome; I am now at Athens.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
ARABIC: TEXT-BOOKS AND GRAMMAR.

- I. 1. Mention (a) some nouns which govern like verbs; (b) four of the most common forms of the noun of excess; (اسم مبالغه).
2. Give the noun forms of:

سَقَطَ - رَفَقَ - طَلَعَ - وَضَعَ - رَجَعَ - وَعَدَ - مَكَنَ - جَزَرَ *

3. Show how the diminutive (تصغير) and the aorist (مضارع) are formed and how the latter is affected by!

لَمْ - لَنْ - إِنْ - مَنْ - إِذَا - كَيْ *

- II. 1. Distinguish between the following pairs:

مَافِرٌ وَمُسْفِرٌ - عَمِرَ وَعَمَرَ - مَرِضَ وَتَمَارَضَ - قَاتَلَ وَ
قَتَلَ - عَمِيدٌ وَعَبَادٌ - عَيُونٌ وَأَعْيُنٌ - بَيُوتٌ وَأَبْيَاتٌ -
خِيَالَةٌ وَخِيَالَةٌ.

2. Explain the force of ج in these words:

صَارِبَةٌ - حَمْرَةٌ - جَمَالَةٌ - صِبَاغَةٌ - عَلَامَةٌ.

3. Write the feminine of:

أَكْبَرُ - نَدْمَانُ - خُضْبَانُ - رَسُولُ - أَوَّلُ - أَحْمَرُ -
أَحَدَبٌ - فَتَى.

- III. 1. Name the خواصيات of افعال - امستفعال with examples. 2. Write the aorist (مضارع) and the imperative (امر) of these verbs.

فَرَّ - هَبَأَ - سَعِمَ - وَعَدَ - يَبِسَ.

3. Conjugate fully the past tense, active and passive (ماضي معروف و مجهول) of:

خَافَ - مَعَى - رَمَى - فَرَّ.

4. Write down four sentences in which the governing verb is always understood. 5. Decline :

الذي - هذا - وغيره - ذو - فَمَ - هَاتِبِ .

IV. 1. Construct sentences using مِنْ having the force of : "of," "than," "some of," "any." 2. Show how the following words may be used to express possession, companionship, etc :

بَيْتٌ - صاحب - أَخ - أَب - ذُو *

3. Give an example of each of the following :

اسم آلة - ظرف زمان - مفعول له - جمع القلة - جملة ظرفية - جملة شرطية .

4. Translate carefully : I met a generous man of Beyrout. He did it himself. What an excellent horse-man ! How many dirhems have you ? He has fifteen male and female camels. Verily Zeid's servant is standing. The tired rider almost fell. He comes to me morning and evening. Beware of the lion ! The most learned of philosophers. Two just men came before the king. And so on.

V. 1. Write the English meaning of these words and expressions :

شَاخ - ابوالحصين - ملهوف - السيامية - اقشعر - حَكَمٌ - مسر البيت - أدهم - الواح - يدٌ في الصياغة - صاعقه - وقعَ معشياً عليه .

2. What does this couplet refer to ?—

إذا حلَّ الثَّقیلُ بِأَرْضِ قَوْمٍ - فما لِلساكنين مَوِي الرِّحيلِ .

VI. 1. Give in English or Hindustani the substance of the dream of جليعاد and mention what arrangements he made for the education of his son. 2. الجسد والروح مشتركان في الاعمال How does the author explain this ? 3. Show some knowledge of these stories :

الشعلب و الذئب - ديكان - خزال و امسد - حداد و كلب .

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

ARABIC: TRANSLATION.

I. Translate into Arabic:—

1. When the hour of departure was at hand, and few besides the Chiefs were left on shore, an altar was raised and solemn sacrifices were offered to the gods. While this ceremony was taking place, a serpent was seen to come out of the ground and ascend a tree that grew near.

On this tree was a bird's nest containing some young. These the serpent devoured, and afterwards the mother bird; but immediately afterwards a flash of dazzling light descended from the heavens, and when the spectators again raised their eyes to the tree, lo! the serpent was turned to stone.

The kings turned to the soothsayer and demanded of him to explain the meaning of this wonderful event; whereupon he interpreted it to signify that the war against Troy would last for nine years, but that the city would be taken in the tenth.

2. (a) A word is enough to the wise.

(b) Contentment is the key of happiness.

(c) The fruit of rashness is repentance.

(d) The bane of knowledge is forgetfulness.

(e) It is no use crying over spilt milk.

(f) Man proposes, God disposes.

II. Translate into English:—

(١) فكم من شقي بلا راحة

ينعم في خير في ظل *

وَأَصْبَحْتُ فِي تَعَبٍ زَائِدٍ

وَأَمْرِي عَجِيبٌ وَقَدْ زَادَ حَمْلِي *

وغيري سعيدٌ بلا مشقة

وما حمل الدهر يوماً كحَمْلِي *

ينعم في عيشه دائماً

ببسطٍ وعزٍّ وشربٍ وأكلٍ *

وكل الخلائق من لطفه

أنا مثل هذا وهذا كَمَثَلِي *

و لكنّ مشنان ما بيننا
 و مشنان ما بين خمير و خل *
 و لست اقول عليك افتراءً
 فالت حكيم حكمت بعدل *

(٢) و من عجائب ما حكي أنّ بعض السلاطين
 غضب علي صاحب طبرمستان فبذل الطبري جهده
 في ازالة ذلك فما امكنه - فبعث السلطان اليه جيشاً
 كثيفاً فعلم الطبري أنّ الجيش لا ينزلون الا بغیضة
 معينة تحت جبل فامر بقطع اشجار تلك الغیضة وتركها
 كما كانت قائمة و مسترموضع القطع بالتراب - فلما وصل
 الجيش و نزلوا بها كمن الطبري هو و اصحابه خلف ذلك
 الجبل و شد الجيش دوابهم في اشجار تلك الغیضة
 و كانت كلها مقطوعة فخرج عليهم الطبري باصحابه و
 صاح بهم فنفرت الدواب و تساقطت الاشجار لانّ الدواب
 جرتها فولي الجند هارين فزعين لايولي أحد الي أحد
 و تبعهم الطبري بالقتل و الامر فنجوا اقلهم و تلف
 اكثرهم - فلما رجعوا الي السلطان سأله عن شأنهم
 فقالوا نزلنا بالموضع القلالي و اتانا في جنح الليل جند
 من الشياطين تضربنا بالا مشجار الطويلة فلم يجسر أحد من
 المتقومين بعد ذلك المشي الي طبرمستان.

(۳) عن الاصمعي قال دخلت البادية واذا أنا
بعجوز بين يديها شاة مقتولة والي جانبها جرو ذئب
فقلت ادري ما هذا؟ فقلت لا - قالت هذا جرو ذئب
اخذناه صغيرا وادخلناه بيتنا ور بيناه فلما كبر فعل
بشائي ما تروى - والشدة ثقل شعرا.

قتلت شوپهتي و فجعيت قومي

و انت لثاننا ابن ربيب *

خذيت بدرها و خدرت فيها

فمن انباك ان اباك ذئب *

اذا كان الطباع طباع سوء

فلا ادب يفيد ولا اديب *

و قريب من هذا قول القائل - ومن يصنع المعروف

في غير اهله * يلاقي كما يلاقي مجير أم عامر *

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. 1. Write: (a) The meanings in simple Persian of the following words and phrases:

طفره زدن - برخوردن - سر دماغ بودن - عیب ندارد -

دل بهم خوردن - کن فیکون - من و انی - سپر افکندن -

اعتناق - فلک حق باز - هدی - تجاوز و قلان - سخن از

مائي و مني زدن - یورق رفتن - ضحور *

and use the first five words in simple sentences of your own.

(b) Quote half-a-dozen darri words used by نظامي in his works,

giving their meanings. (c) The Arabic plural or singular of the following words :

رای - وجہ - حیلہ - ہوام - مواشی - زمان - قتل -
 صور - علم - علم - الم - قاری - جرم (بالکسر) - جرم
 (بالضم) - دواب - عندلیب - نواح - نواہی - خزائن -
 عزیزیت *

2. Name and define the اضافت used in the following :

سبھہ زہد - جل خر - تیغ نگاہ - ہنگام بہار - دست
 حسرت - برف موی - پامداد پگاہ - فرمودہ روزگار *

II. Write an explanatory paraphrase of the following adding notes where necessary :

دماغ ما سبکر و جان تکلف بر نمی تابد
 بود همچون صبا ہر غنچہ گل عطردان ما *
 کسی داد محبت از کجا خواهد باین طالع
 کہ برق رنگ گل برداشت از شاخ آشیان ما *
 ندارد کشتن ما صرف رحمی کن بہال خود
 چراغ خانہ درد و غم است ای عشق جان ما *
 چون توالم دیدہ روی او کہ در بزم از ادب
 متصل چون شمع لرزد نور بینائی مرا *
 صرف عشق خوش قدان گردید نقد اشک من
 کرد مفلس حاقبت این خرج بالائی مرا *
 از سیمہ تارمید بلب ضعف کرد و ماند
 چو دود شمع کشتہ تصویر جان ما *

- از مامتاره موختگان باغبان مرج
 باشد سپند سوز چمن آشیان ما *
 برخاک ما نه شمع فرستاد و لي گلي
 مردیم و سپند صاف نشد بد گمان ما *
 مظهر زنك عشق تو مردیم همچو شمع
 این زندگي نبود مناسب بهشان ما *
 دلبر چو توئي چون من رنگين مهنی را
 بلبل چو مني همچو تو گل پیرهني را *
 فریاد ازین قوم که چون ماه محرم
 بي زر نتوان دید رخ سیم تني را *
 کسی از شیشه مظهر جیغ بر سر کي تواند زد
 قیامت میرزائیها است کز فرهاد مي آید *

III. 1. Give a short account of any of the following writers :

مظهر - سعدی - نظامی *

2. Briefly describe in simple Persian some of the customs of
 پرستان آتش alluded to by نظامی. 3. Give only the moral of
 the following stories :

حکایت نبرد آزما - کرگس و زغن - عابد بخیل -

لقمان حکیم *

IV. Render the following into simple Persian, expanding all the
 metaphors :

(۱) من از فعلیت پر میدم او از کمیت جواب

داد *

(۲) خباریکه از خلف وعده بذیل حمیت باز گردد

از تحمل متن از دواج باجنبیت زیادتر است *

(۳) خوانی دید که عقد مروارید دندان در درج
دهان اومشقی شده - ورشته پروین اسنان چون بنات
النش متفرق گشته *

(۴) وهم تصور کند که ثریاق اند - یا کلید خانه
ارزاق - مشتت متکبر مغرور - معجب نفور - سخن نگویند
الا بشفاعت - ونظر نکنند الا بکراهت *

(۵) هر بیذقی که براندے بدفع آن کوشید می -
وهر شاهی که بغواندی بفرزبن پیوشید می - تا نقد کیسه
همت در باخت - و تیر جعبه حجت هم بینداخت *

(۶) موجب دلتنگی نه نزل بلا است در حق ما -
بلکه عموم شمول عنا است در حق رعایا - ازانکه چون
جاموس سمع از دهلیز گوش قدم بیرون نهد تخت گاه
مینه شاه از آه مظلوم بے انتباه ماند *

(۷) ازانجا که حمیت انسانیت بود عرق رجولیت
در حرکت آمد - و دریای باطن او از غایت غیرت
موج بر آورد - و طوفان صلابت از تنور نهادش بر جوشید -
و شعله آتش محبت از کالون مینه او زبان زد گرفت -
از سر وجد و حالت گفت *

V. Relate in simple Persian the substance of either of the following:

1. فتح یافتن مکندر بردارا
2. فتح یافتن مکندر برزنگیان

VI. 1. What are the uses of **ي** when affixed to words?
 2. Name those **مصادر** in Persian which have **من** or **ش** before their **علامت مصدر**. Conjugate any four of these **مصادر** in the future tense, passive voice. 3. State some rules for the insertion and omission of the particle **را** as the sign of the accusative.

VII. Give instances of: 1. A subject in the singular taking a verb in the plural and *vice versa*. 2. The object emphatically placed first. 3. The verb standing first in a sentence. 4. The nominative put after the verb.

VIII. Translate into idiomatic Persian: 1. I could tell you if I knew. 2. If I had known, I could have told you. 3. The more they searched, the less they found. 4. He preferred to go on foot rather than stay behind. 5. As a rule there are no made roads in Persia. 6. I narrowly escaped falling into their hands. 7. Ansar told me that he would go to Calcutta. 8. Would that I too had been with them.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:—

1. At length we reached the garden of wild beasts. The beasts are separated from one another in special cages. There are several interesting animals which we had not seen elsewhere. First, the hippopotamus or river-horse which is a very curious animal. There were three of them, one pair, male and female, with one young cub born in this very place and already of considerable age. This was standing out of the water, the full-grown ones being in the water. People threw food into its mouth, which it opened like a gateway. It had very rugged teeth and was of an enormous size. Secondly, there was a monkey of great size and very repulsive in appearance, it was exactly like a human being and more especially had the hands and feet of a man. 2. We now rose, returned to the carriage and drove to the residence of the Governor—a nice building where we waited a while in a room, as a light rain was falling. Thence we went into a large hall, where breakfast was laid out on tables. We took a seat and ate some fruit. The Governor drank my health as a toast, after which the breakfast came to an end. 3. (a) We paid a visit of adieu to the Emperor. (b) We arose at 5 o'clock in the morning and had tea. (c) The train started at 12 noon precisely. (d) A man who has no interest cannot get on in that department.

II. Translate into English :—

1. چون آواز شاه بگوش هما رسید در پای درخت
آمد و دست دعا برداشت و گفت ملکا بادشاها; نظم *

بہی آنکہ ز تاثیر صنع بے قلمی

ہزار نقش بر آری ز فرش بوقلمون *

رخاک صورت زیبا ز آب در لطیف

ارادت تو نماید بامر کن فیکون *

بدان اثر کہ ازویافت نہ فلک جنبش

بدان نظر کہ ازویافت چار طبع مکون *

کہ شہر یار جہان داد بخش را تو بدہ

سعادت دو جہانی و طالع میمون *

حاضران حضرت شاه را معلوم است کہ بہت ما
باین قوم با طناب کشید و بہیچ نوع فضیلت خود را
بہت قاطع اثبات نکر دند و بدلیل واضح در بیان
نیاور دند - و مقرر شد کہ ہمہ ایشان بگزاف لاف مزیت
و فوقیت می زنند - اگرچہ از روی صورت افعال و
احوال خود را محسلی نہادہ اند - و از راہ رسم و عادت
نقشی انگیزتہ - اما بر ضمیر منیر و خاطر خطیر شاه
پوشیدہ نیست کہ آن نا مسموع بود و در میزان تحقیق
وزنی نہاشت - توقع ما از کرم لطیف و لطف عظیم
شاه آنست کہ چون حقیقت ماجرا معلوم شود نگزارد
کہ از سر جہل خود را بر ما ترجیح نہند - و در محکمہ
عدل و انصاف دعویٰ بیمعنی بکنند *

2. تو پیدا مکن راز دل بر کسی

که او خود بگوید بر هر کسی *

جواهر بگنجینه داران سپار

ولے راز را خویشتن پامدار *

سخن تا نگوئی برو دست هست

چو گفته شود یابد او بر تو دست *

سخن دیو بندی است در چاه دل

بیالای کام و زبانش مهل *

توان باز دادن ره نره دیو

ولے باز نتوان گرفتن بریو *

تو دانی که چون دیو رفت از قفس

نیاید بلا حول کس باز پس *

یکی طفل بردارد از رخس بند

نیاید بصد رستم اندر کمند *

مگو آنکه گر برملا افتد

وجودی ازان در بلا افتد *

3. امروز باید برویم بمیانج - صبح خیلی زود سر

دست بر خاسته آمدیم بیرون موار کالسه شده اول قدرے

با کالسه را ندیم تا تو ده بعد ملاحظه پست و بلندی

راه که کالسه براحت نمیرفت موار است شده راندیم

سواره طرح قزاق و سائر سوارها هم امروز هم در رکاب

ما بودند - قدریکه رفتیم از یک سرازیری پائین رفته

وارد درہ شدیم کہ رود خانہ قزل اوزن از میانش می
گذرد۔ از جنوب میاید و بطرف شمال میروند تا داخل
رود خانہ میالج می شود۔ وسط درہ یک طاق نصرت
ساختہ بودند۔ و جمعیت زیادی ہم سر راہ ایستادہ
بودند۔ چہار عرادہ توپ تہ پر کوهستانی ہم حاضر کردہ
بودند۔ مارا کہ دیدند شیپور کشیدہ بنائے شلیک توپ
گذاشتند *

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

HINDUSTANI: TEXT-BOOKS AND GRAMMAR.

1. I. مندرجہ ذیل الفاظ و فقرات کے معنی ملیں

اردو میں بتلاؤ: داد و دہش - خدار - غاشیہ بردار -
مساجت - کائی - کلاوہ - بھوناس - جھمکا - منجیق -
اٹھائی گیرا - معانقہ - سروعلن - طرخوا - کھرہ - چشم
احول - دل بھر آنا - اوجھل ہونا - چھٹی کا دودہ یاد
آنا - جھینکنا - اینڈنا - گیا ہاتھی نکل اور رہگئی دم *
2. ان الفاظ کی جمع مکسر کیا ہیں؟ ملت - قصہ -
نور - برج - خادم - غلام - مزاج - یتیم * 3. ان کے واحد
کیا ہیں؟ قلعہ - صور - کائنات - اسافل - مدارج -
اسائدہ - آرا - عنادل * 4. الفاظ مندرجہ ذیل مذکر
ہیں یا مؤنث اور ان قواعد کا بھی ذکر کرو جنہر انکی
لذکیر و تانیث مبنی ہی: قبیلہ - قبلہ گاہ - شہر پناہ -
برسات - مشتری - بقر عید - چھاپ - اصلاح - دفعہ -
چڑیا - استعمال - التماس - ح - ف - ن - م *

II. حل اشعار ذیل کرو:

- اگر عدم مے نہو مائھ فکر روزي کا
 نو آب و دانہ کو ليکر گھر نہو پيدا *
- نہين مين طالب رزق آسمان مے ک مجھ=
 يئين هي کاسئ واژون مين کچھ نہين هوٲا *
- نکل وطن مے هي غربت مين زور کيفيت
 ک آب بھت هي جبٲک هي ٲاک مين صہبا *
- ہنر کو مفلسي هرگز ضرر نہين ک نہين
 چنار کو ٲهي دستي مے نقص جوهر کا *
- بلند ہمت اگر ہون نہ زیر چرخ ضعيف
 ھال عید هو عالم کا کیونکہ روزہ کشا *
- جو ناتوان نہ کرين دستگیری دشمن
 تو خار و خس نہ کرے شعلے کو کبھو برپا *
- فتادگی مين یہ عزت هي دیکھ اي سرکش
 ک ليک و بد نے کیا نقش پا کو راہ نما *
- نکوٲي جو کرے دنيا مين هوٲے وہ پامال
 ہسان جادہ کسیکو تو راہ مت بتلا *
- بنیگی زینت دنيا مے نفس شکل تري
 لباس زر کو بہن کر نہو تو بوم طلاہ *
- جفاے دھر کرے سنگدل کو لازل دل
 بدے هي شیشہ جہان مين گداز ہو خاراہ *

III. اشخاص و ابواب مندرجہ ذیل کا اجمالی حال
رقم ہو * میرضاحک - مرزا فدوی - راجہ پربت سنگھ -
حسن رضا خان عبید زاکانی - زنبیل عمرو - شیخ
ڈونڈو - اگیا بنبیل - اعجاز عصاے کلیم *

IV. 1. ضمیر ”اپنا“ کے استعمال کا قاعدہ بیان کرو *
2. وہ کونسے الفاظ ہیں جو چند الفاظ کے زیادہ کرنے
میں تبدیل پاتے ہیں اور ظرف زمان - مکان - سمت -
طور - تشبیہ اور مقدار کا فائدہ دیتے ہیں ؟ اسکا جواب
نقشہ ذیل کے مطابق تحریر ہو:

| زوائد * | تبدیل پانے والے حروف * | جسکا فائدہ دیتے ہیں * | تبدیل کیفیت * |
|---------|---------------------------|--------------------------|------------------|
|---------|---------------------------|--------------------------|------------------|

3. متعدی بالواسطہ بنانے کا قاعدہ نظیرین دیکر بناؤ—
الفاظ مندرجہ ذیل کے متعدی بالواسطہ کیا ہیں؟
چھونا - لینا - گانا - بولنا - پلنا - پیرنا - بیٹھنا - ٹوٹنا *
4. متعلقات فعل کونسے ہیں ؟ کونسے افعال ہیں جنکے
مذکر و مؤنث یکساں ہیں * 5. صفت یا اسم مشتق
کی تکرار سے کیا فائدہ ہے ؟ مثال دیکر سمجھاؤ؟
6. کس صورت میں علامت مفعول کا حذف جائز ہے ؟
نائب فاعل کے ساتھ ”نے“ کا استعمال جائز ہے کہ
نہیں ؟

V. 1. نظائر ذیل میں کس قسم کی اضافت پائی
جائی ہے ؟ تیروں کا مینہ - جاڑے کی سردی - ہوا کا

گھوڑا - مٹی کی دیوار - میرے قبلہ گاہ - میرے بھائی
 کا چاقو * 2. امثال ذیل میں کس قسم کی تہنیتیں
 ہوگی؟ سنگ و چنگ؛ قلقل - مرہم گئے - بات و نبات؛
 لعل و لال؛ بوسہ و توشہ *

VI. الفاظ و فقرات ذیل کی اصلاح کرو: 1. نالیال -
 منچش - موسے زر - گدگلی کرنا - کرڈولا - قمرق -
 رحال - دندوالے - بھپکارا - پچھاڑ - اگل مشکل -
 انکھیاں مچانی * 2. (۱) مردوں نے مرغون کو دیکھے
 (۲) عورتیں سبق پڑھتے ہیں (۳) لڑکوں نے تختیاں لکھے
 (۴) انہوں نے مجھے اچھی طرح اصلاح بتا نہ سکی
 (۵) وہ تجارت کی اجناس خریدتے تھے (۶) میں نے
 کبھی یہ نہ سمجھا تھا کہ مجھے امتحان میں روز سیاہ
 دیکھنا پڑیگا (۷) ایک خادم نے میرے ہاتھ پکڑا اور
 میرے سے کہنے لگا (۸) میں نے ان سے بولا میں بھی
 انکے ساتھ چلوں گا *

VII. آغاز سرما پر مضمون لکھو جس میں امتحان کا
 قرب - حفظ صحت کی ضرورت - تغیر موسم کی تاخیر
 اور خواندگی کا وقت مشرح و مدلل درج ہو *

VIII. اسکا ترجمہ بامعاورہ اردو میں کرو:

1. You have escaped but you might have been killed.
2. Would that I had not left them behind. 3. What do you think about it? 4. God knows what their state might have been.
5. Enough! go on with thy work. 6. He did whatever they told him.
7. No one falls into a well of his own accord. 8. He walks lame.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

HINDUSTANI: TRANSLATION.

I. Translate into Hindustani:—

1. An Arab chieftain, one of the most powerful of the princes of the desert, had come to behold for the first time a steam-ship. Much attention was paid to him, and every facility afforded for his inspection of every part of the vessel. What impression the sight made on him it was impossible to judge. No indications of surprise escaped him; every muscle preserved its wonted calmness of expression; and on quitting, he merely observed, "It is well; but you have not brought a man to life yet!" 2. I saw the snake coiled up in his den. I advanced towards him stealthily, and with my lance struck him behind the neck and fixed him to the ground. That moment the negro next to me seized the lance and held it firm in its place, while I hastened to get hold of the reptile's tail before he could do any mischief. We had a sharp encounter in the den, each party struggling for superiority. I called out to the second negro to throw himself upon me, as I found I was not heavy enough. He did so, and his additional weight was of great service. I had now got firm hold of his tail, and after a violent struggle or two he gave in, finding himself overpowered. This was the moment to secure him. So while the first negro continued to hold the lance firm to the ground, and the other was helping me, I contrived to tie up the snake's mouth. The snake measured fourteen feet, and was of great thickness. We contrived to make him twist himself round the shaft of the lance, and then prepared to convey him out of the forest. I stood at his head and held it firm under my arm, one negro supported the body, and the other the tail. In this order we began to move slowly towards home, and reached it after resting ten times. 3. Speech is the gift of all, but thought of few. 4. He knows the water best who has waded through it. 5. Experience without learning is better than learning without experience. 6. As rust corrupts iron, so envy corrupts man. 7. The assassin inflicts death but once, the calumniator a thousand times. 8. The boughs that bear most hang lowest.

II. Translate into English:—

1. کسی بھولے ہوئے کو راہ گمراہی میں بخشایش
 الہی نے چراغ توفیق کا دکھایا کہ وہ حلقے میں صاحبان
 تحقیق کے در آیا۔ درویشوں کی صحبت کی برکت سے
 اور انکے نفس پاکیزہ کی صداقت سے اخلاق زیوں اسکے
 اوصاف حمیدہ وہ تبدیل ہوئے۔ دامن حرص و ہوا سے

ہاتھ اس نے اٹھایا - اور جامہ قناعت کا اس کے جسم
میں نہایت ٹھیک آیا - لیکن زبان طعنہ زنوں کی اس کے
حق میں ویسی ہی دراز تھی - اور چشم عیب بینوں
کی بدستور سابق باز - کہ ابتلاک چال ڈھال اس کی اسی
طور پر تھی - اور یہ زہد و صلاح نہایت نامعتبر - بیت *

عذاب حق میں رہائی سبب سے تو بہ کے ہو

زبان خلق میں لیکن نجات مشکل تھی *

غرض زبان خلق میں تنگ ہو کر پیر طریقت کے حضور
آیا اور گلہ کرنے لگا - شیخ اس ماجرے کو سن کر آبدیدہ
ہوا اور بولا کہ شکر اس نعمت کا ترک مت کر کہ جیسا
وہ تجھے گمان کرتے ہیں تو اس سے ہی بہتر - نظم *

کب تلک خماز و حامد کا گلہ

یہ کہ مجھ مسکین کے ہیں سب عیب جو *

قتل کرنے کو میرے اٹھتے ہیں گاہ

بیٹھ کر کہتے ہیں بد مجھ کو کہو *

ای خوشا تو نیک ہو اور بد کہیں

وہ برا - تو بد ہو اور جالین نکو *

وے بہر حالت ہی میرے کہ حسن ظن سبھوں کا

میرے حق میں بہکمال ہی اور میں بزوال - قطع *

در تونے کیا ہی املے بند

تا دیکھے نہ تیرے ہر کوئی عیب *

کیا فائدہ اس سے - جانتا ہی

پہان کو نہان کو عالم غیب *

2. چهره مهروش هي ايڪ - منبل مشڪفام دو
 حسن بتان ڪے دور مين هي سحر ايڪ شام دو *
- پهينڪے هي منجنيق چرخ تان ڪے سنگ ثفره
 بيٿهڪر ايڪدم ڪهين هوو بن جو همڪلام دو *
- ڪهتي هي مجھ مے مغفرت هوو يگي خوب يھر غزل
 همراه نعت و منقبت گر امے انصرام دو *
- مثل زبان خامه هين گر نبي و امام دو
 معنے توان مين ايڪ هين گو ڪھ هوے بنام دو *
- هولے ندے غروب ايڪ بهر نماز مهر ڪو
 ايڪ ڪرے اشارے مے قرص مہ تمام دو *
- انکے طواف روضہ ڪو پهنچے ڪبهو نہ جبرئيل
 رکھ ڪے زمين پھ ايڪ گام تا نہ ڪرے سلام دو *
3. جب تم يهان مے غلہ مول لينے ڪو گئے تھے -
 تو اس وقت بهاؤ تيز تھا - اب بازار مندا هي - بهاؤ
 مستنا هوتا جاتا هي - وهان غلہ خريدو تو مسجھ بوجه
 سوچ بچار ڪر ليئا - هنڌي بهاڙے ڪا بهي دهيان رکھنا -
 ايسا نهو - لينے ڪے دينے پڙجاوين - روئي يهان مهنڪي
 هوتي جاتي هي - ڪهري چوڪهي روئي ديڙھ مير بڪتي
 هي - اور ڪچھ لرمي پونے دو مير آد پاؤ ڪم دو مير -
 اگر روئي هاتھ آوے - تو جتني هوسڪے لے ليئا - هلدي
 بهي يهان ٽين مير ڪي بڪتي هي - اس مين ڪچھ فائده
 ديكهو نو دنن پيس روپئي ڪي ليتے آنا - فقط *

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
MARATHI : TEXT-BOOKS AND GRAMMAR.

- I. 1. जो पाहे सदसद्विचार हृदयो, जोपा जनांची करी ।
जो पावे समयीं विशेष गणिला जो पावनांभीतरीं ॥
सोपा जो सकळां द्विजां सुमतिचा सोपा सदा लाभतो ।
कोपातें न धरीच तो नळ मही गोपायिता शोभतो ॥
कदा नेणो वोढी शरधितुनि काढी शर कदा ।
कदा धन्वीं जोडी वरिवरिहि सोडी तरि कदा ॥
विपक्षाच्या वक्षावरि विवरलक्षास्तव रणीं ।
कळे राजेंद्राची त्वरित शरसंधानकरणी ॥
जो धैर्यें धरसा सहस्रकरसा तेजें तमा दूरसा ।
जो रत्नाकरसा गभीर शिरसा भूपां यशोहारसा ॥
ज्ञाता जो भरसावला नवरसां माझारि शृंगारसा ।
शोभे तामरसाक्ष तो नळ रसानाथ स्तवूं फारसा ॥
2. सकलभुवनललामायमाना ।
मानाधिकविभवधनिकसदनशतविराजमाना ।
कलशजनिमनुनिचकितजलधिशरणातिविस्तृतपरिखांतरी
पायमाना । चंद्रशालाविजितसुरविमाना ।
ऐसीं कुंडिननामधेयनगरी राजहंसें पाहिली ॥

नळराजकथा सुधाचि साजे ।

दमयंती वरवर्णिनी विराजे ॥

मिळणी उभयासि होय जेथें ।

अधिकारीं अधिकानुराग तेथें ॥

अमृतही पयही ह्मणवीतसे ।

उभय होय तसी रुचि वीतसे ॥

मधुर सारस तें जल गा तसें ।

मधुरसारस यास्तव गातसे ॥

पीतां मरंद उदरंभरवंभराचें ।

जें होय मंदिरहि सुंदर इंदिरेचें ॥

जें पद्म तेथिल सहस्र दळां धरीतें ।

प्रत्यक्ष सूर्यकिरणांस विसाववीतें ॥

या कवितांचा स्पष्टरीतीनें अर्थ सांगा.

3. मी जाण देवनळही स्वकरीं धरया ।

सांगेन काय चतुरा मज लाज जाया ॥

काळें कवनि सुख जो बरि होय लेखीं ।

हें बोलणें खग मनीं उभयार्थ लेखी ॥

या कवितेचा अर्थ जितक्या तऱ्हांनीं देणें शक्य

असेल तितक्या तऱ्हांनीं स्पष्टरीतीनें द्या.

II. 1. 'आलो महीवर फिराद अशी कराया'; 'न वरि तरि अझांसी मूढ ते काय कीजे'; 'हे वामनैकपद भूमि नसोनि जंघी';—हे ज्या श्लोकांचे चरण असतील त्यांचा भावार्थ स्पष्टरीतीने द्या.

2. पंतजननिसाम्यातें कविसू विरलाच पावती प्रसवें ।
जासी सोडुनि एकरी कुणिकडे सोने प्रिये सुंदरे ।
संगें घेउन मावळें नवशीके तो म्लेंछ जिंकीतसे ।
शास्त्री होउनियां सभेंत मिरवे, न्यायासनीं तो बसे ।
शाहूच्या सुमना पसंत पडुनी तो पेशवा होतसे ।
कसें अशिव हें मला शिव असोनि भर्ता शिवे ? ।
माधव गरीब साधा ; मानी मज तात, तुज गणी माय, ।

चिमुकला सरदार निघे रणा । या वाक्यांचा पूर्वापर-
रसबंध थोडक्यांत देऊन तीं कोणाविषयी आहेत हें सांगा.

3. 'स्वदेशाभिमाना', 'विधुरविलाप', 'दैवसेनी', 'महाराष्ट्रजनविलाप', व 'गंगावर्णना'—यांच्या कल्यांचीं नांवें द्या.

III. 1. चौगुणीनें जरि पूर्ण शीतमानू ; जो पवनसंगतिची
सवे घे ; हेलावला नळ पयोधि दयारसाचा ; भरोनि पहिला
रस पूर्ण केली ; छाया त्रियेसि दुसरी तिसरी वनाळी ; फणीतें
फगफुगी ; वंदी तुमच्या पदास तुमचाच अंशी ; मिळाला तो
दर्शनाख्यमेवा ; कधीं चंद्र येतो रवीच्या घराला ; उद्योग पंगु

परंतु दैवचि प्रधान ; धनाचीचि कांता धनाचेचि पुत्र ; ताईत मानी गळ्याचा ;—यांवर टीपा देऊन यांचा अर्थ स्पष्ट करा.

2. होतील नंदनविलास जयास तोही ; भीमकी हेचि झाली ; कुवळ्याला चंद्र जैसा ; हंसा तुझा उदय होय ; औषध नलगे मजला ; यांत ज्या शब्दांखालीं रेघ ओढली आहे त्या श्लिष्टपदांचे दोन्ही अर्थ द्या. 3. 'सरोगबंधु,' 'सुत तेजीतुरगीचे,' 'कामारीस नगाधिराजतनया,' 'कांचक्षणीनि उदकांत पडे'—या संबंधाच्या पौराणिककथा संक्षेपानें लिहा.

IV. 1. 'सुभाषित' ह्मणजे काय ? याचें एक उदाहरण नल-दमयन्तीस्वयंवराख्यानांतून द्या. 2. नळराजाच्या यशाला कोणत्या पदार्थाची उपमा देतां येत नाहीं व तीं कां हें सांगा. 3. दीपावळीस मातेची उपमा कशी साजते ? 4. ज्ञानी कोण ह्मणावा ? धनवंत कोणता जन ? कानाचा धड ऐसा कोण ? डोळस कोण ? वक्ता कोण ह्मणावा ? खरा शूर कोण ? कोण सुखी ?—या प्रश्नाचीं उत्तरें लिहा. 5. गोसावी व बैरागी यांतील भेद सांगा. 6. दैवसेनी व जयसेन यांची भेद कशी घडून आली ते सांगा. 7. मालिनी व द्रुतविलंबित या वृत्तांचें लक्षण व उदाहरण द्या.

V. 1. परब्रह्म, परमात्मा, लक्ष्यांश, अध्यात्मविद्या, सायुज्यमुक्ति, हिरण्यगर्भ, महाकारण, अव्याकृत मूलप्रकृति, यांचा अर्थ सांगा.

२. दासांनीं वर्णिलेल्या निरपृहलक्षणांचा व कवित्वलक्षणांचा थोडक्यांत सारांश द्या. ३. भाऊसाहेब, दादासाहेब, रावसाहेब, सवाईरावसाहेब, ह्यैसुरचा वाघ, मराठा म्याकियवेल, नवकोटना-
रायण, साडेतीनशहाणे, बोरभाई, लाटसाहेब,—हीं कोणांचीं नांवां होती व तीं पडण्याचें कारण काय होते तें सांगा. ४. नाना-
फडनवीसाचें पुण्यांतील लोकांवर विशेष वजन होते या संबंधाची आख्यायिका द्या. ५. मोल्यांच्या तुऱ्याची गोष्ट सांगून थोरल्या माधवरावाच्या कोणत्या तीन इच्छा पूर्ण झाल्या नाहीत व त्या मग कोणाच्या हातून पूर्ण झाल्या तें सांगा.

VI. १. नानाफडनविसाचे पूर्वज कोठलें राहणारे होते, २. त्यांच्या घराण्याचें नांव काय होते, ३. त्यांच्या आज्याचें, बापाचें व आईचें नांव काय होते, ४. त्यांचें खरें नांव काय होते, ५. त्यांचा जन्मशक कोणता, ६. त्यांनीं लग्नं किती केलीं, ७. त्यांस कितीं अपत्यं झालीं, ८. त्यांच्या आईचा शेवट कसा झाला, ९. त्यांस मरण केव्हां आलें व कसें आलें, १०. त्यांची अंगाची ठेवण कशी होती व स्वभाव कसा होता—या विषयींचीं माहिती थोडक्यांत सांगा.

VII. १. डोळ्यांत धूळ टाकणें, फांग देणें, पाण्यांत पाहणें, शुक्याष्ट लावणें, काठ्यानें कांटा काढणें, एलगार करणें, भिजत पाडणें, व कानीं डोळा करणें—यांचा अर्थ सांगून वाक्यांत

उपयोग करून दाखवा. 2. बाजीगरी, सिंतरू, गळंगा, धोतांड, बराडी, लोदपणा, ओडगस्त, बुणगे—यांचा अर्थ सांगा.

VIII. 1. 'उत्प्रेक्षा' अथवा 'व्यतिरेक' याचें लक्षण देऊन त्याचें नलीपाख्यानातलें एक उदाहरण द्या. 2. 'आपण' याचा उपयोग किती रीतींनीं करतात तें उदाहरणांनीं स्पष्ट करून दाखवा. 3. आवृत्तिवाचक विशेषणें ह्मणजे काय व तीं कसीं सिद्ध होतात तें सांगा. 4. सिद्ध संख्याशविशेषणांचीं ३ उदाहरणें द्या. 5. गौणक्रियापदांची उदाहरणांसहित व्याख्या द्या. 6. उभयान्वयीअव्ययांचे सर्व भेद उदाहरणांसहित सांगा. 7. हृदयाब्जसूर्य, नवप्रसव, विततशाला—या सामासिकपदांचा विग्रह करून समासांचीं नांवें सांगा. 8. साहित्यार्थी तृतीया व करणार्थी सप्तमी यांची उदाहरणें द्या. 9. इंदुमुख व मुखेंदु यांतील फरक सांगा.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

MARATHI: TRANSLATION.

I. Translate into Marathi: [See Hindustani Translation paper, page 40.]

II. Translate into English:—

- हस्तीतें धुतलें जळीं बसविलें मालिन्यही नाशिलें ।
तेणें तें पहिलें स्वकर्म बहिलें तीरोच आरंभिलें ॥
शुंडाप्रें धरिलें धुळीस भरिलें सर्वांगही आपलें ।
प्रायश्चित्त दिलें तथापि न मलें ज्याचें मन क्षीमलें ॥

शर्वकंठविषगर्व हराया । शक्त नामचि तुक्षे रघुराया ॥
 सेतुसागर कपी उतराया । नामसेतु भवसिंधु तराया ॥
 ज्याचे शंभुस्वयंभुप्रभृतिसुर यश प्रार्थिती पूत नाकी ।
 त्या रामे ताटिका ती जशि तशि अथवा माधवे पूतनाकी ॥
 सद्बोधाने अविद्या जसि तसिच महाभीतिदा विप्रकृत्या ।
 जी उग्रा विष्णुचक्रे त्वरित निवडिली ती तदा विप्रकृत्या ॥
 मला निरखितां भवच्चरणकन्यका आपगा ।
 ह्यणे अगड ऐकिलेहि न कवी असे पापगा ॥
 कर श्रवणिं ठेविते, नुघडि नेत्र, घे भीतिला ।
 न घालिन भिडेंस मी जरिहि कार्यलोभी तिला ॥

2. आप आळोन पृथ्वी झाली । पुनः आपींच विराली ।
 अग्नियोगे भस्म झाली । ह्यणोनिया ॥ आप झाले तेजापासूनी ।
 पुढे तेजे घेतले शोषूनी । ते तेज झाले वायुचेनी । पुढे
 वायु झडपी ॥ वायुगगनी निर्माण झाला । पुढे गगनींच
 विराला । ऐसे खाजणी भाजणीला । बरे पाहा ॥ जे जेथे
 निर्माण होते । ते तेथे लया जाते । येणेरीती पंचभूते ।
 नाशपावती ॥ भूत ह्यणिजे निर्माण झाले । पुनः मागुते नि-
 माले । पुढे शाश्वत उरले । परब्रह्म ते ॥ पूर्वपक्ष ह्यणजे झाले ॥
 सिद्धांत ह्यणजे निमाले । पक्षातीत जे संचले । परब्रह्म ते ॥
 हे प्रतीतीने जाणावे । विचारें खुणेसि बाणावे । विचारें- ॥

विण शिणावें । तेंचि मूर्खपण ॥ विशेष मायेचे निरसन । हीतां
 आत्मनिवेदन । वाघ्यांश नाहीं विज्ञान । कैसें जाणावें ॥ ली-
 कांचे बोलीं जो लागला । तो अनुमानेंचि बुडाला । याकारणें
 प्रत्ययाला । पाहिलेंचि पाहवें ॥ ४. औरंगजेब बादशाहानें
 एक दिवस दानधर्म करण्यासाठीं देशांतील सर्व फकिरांस जम-
 वून त्यांच्या पंक्तीचा आपणास लाभ घडावा, अशी इच्छा प्रद-
 र्शित केली. पंक्तीचा बेत एका विस्तृत पटांगणांत केला असून
 भोजनाचाही बेत आलेल्या फकीरांस साजेसा होता. जेवण झाल्यावर
 बादशाहानें नवे कपडे आणविले व फकिरांस झणाला कीं,
 तुम्ही आंगावर चिंध्या घालाव्या हें मला पाहवत नाहीं. हें ऐकून ते
 आर्दीं विस्मित होऊन गेलें, व आपण स्वीकारलेल्या फकिरीस हें
 साजत नाहीं अशा सबबीवर त्यांनीं आपले फाटकें कपडे टाकून
 देण्याचें नाकारलें पण फकीरांनीं भिक्षेच्या द्वारानें व दुसऱ्या
 अनेक युक्त्यांनीं मिळविलेलें धन त्या चिंध्यांत लपविलेलें आहे,
 हें बादशाहास माहीत होते; झणून हा त्यांचा नकार अर्थातच त्यास कबूल झाला नाही.
 शेवटीं फकीरांनीं आपले जुने कपडे देऊन नवे घेतले, व बादशाहानें
 त्या रकऱ्यांची रास करून ती पेश्वून दिली; त्यांच्या राखेतून जें
 सोने निघालें तें अनेक लढायांच्या खर्चास पुरेल इतकें होते !

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. மண்டலவேந்தனம்மடந்தை மங்கலம்

கண்டது நீங்கடாங்கண்டிலாததுந்

திண்டிறலீரொருதேவராசிய

முண்டெனமதிசயனுரைப்பதாயினான்

அண்டர்நாயகன் வரமளித்தநாளையிள்

வண்டணிசூழலியோடுதித்தமங்கலங்

கண்டவர்பதியவட்டுசென்றகட்டுரை

யுண்டஃதன்றிவேறுண்டு சேட்டிரால்

மஞ்சனச்சடை யினுள்வரதில்வந்தநாள்

கஞ்சனநீழலிற் காண்பதன்றியே

அஞ்சனக்கண்ணிக்குமங்கைக்கெய்திடா

தெஞ்சலில்யாவருமியானுங்கேட்டிலேம்.

1. தன்மை முன்னிலை கலவாமல் படர்க்கையிடத்தில் இதற்குப் பொழிப்புரை யெழுதுக. 2. கோடிட்ட சொற்களுக்குச் சொல்லிலக்கணங் கூறுக (parse). 3. மோனையாவதென்ன? முதல்வரியின் மோனையை எடுத்துக் காட்டுக.

II. அருத்தியினிலனென்றமுனளித்தலுமிலனென்றப்பா

லுரைத்திலுரைச்சாலவுதவலுமேற்கின்றனும்

வருத்துறவிலனென்றமைவழங்கிடவரைவில்செல்வம்

பொருத்தலுமொன்றினொன்றுபுகழ்மிசவிளங்கிநிற்கும்

1. இதன் கருத்தை விளங்கவுரைக்க. 2. விளங்கி-நிற்கும்: உறுப்பிலக்கணம் வேண்டும்.

III. 1. வித்துவக் கோட்டம்மான். பதிகத்தில் குலசேகரர் விண்ணப்பஞ் செய்கிற விஷய மென்ன? 2. குயிற்பத்தில் மாணிக்கவாசகருடைய சரித்திரக் குறிப்பு ஏதேனும் புலப்படுகின்றதா? எடுத்துக் காட்டுக. 3. “பொல்லாக் குணத்துக்கு நல்ல மருந்துண்டா” என்பதை நாராயண பாரதியார் எங்ஙனம் விரித்துரைத்தனர்? 4. ஈயாமனிதருக்குப் பட்டினத்தீடிகள் காட்டிய உவமைகளென்ன?

IV. 1. பின் வருபவைகளுக்கு அர்த்தமெழுதுக:—(a) தாமம்-பூபம் - சவடு - பேனம் - கடம் - கூபம் - வாரி-தாலம், (b) அஸ்தலாகவம் - ஆசுகவி - ஆயுதபாணி - சசாதி மித்திரத்துவம் - விசுவாசகாதம் - தாராநத்தம் - பாணிக்கிரகணம் - விபரீதபாஷணம்.

2. காலன்-பரமபதம் - மரவுரி - தபோதனன் : சொற்பொருளென்ன? 3. கா-கோ-மா-அரவம்; இவ்விரண்டு பொருளெழுதுக. 4. அமுழுதல் முடிவரை - கடல் கடைதல் - கடைக்கண் - கூப்பியகை - நீரிலுறையும் பிராணி - புன்னகை : இவற்றுக்கு நேரான வடசொற்றொடர் எழுதுக. 5. அபேகை - ஆனந்தபாஷ்பம் - கோலம் - தண்ணீர் - மந்தஹாசம் - மித்திரன் : எதிர்மொழி வேண்டும். 6. இரப்பு - இறப்பு : கரத்தல் - கறத்தல் : கவர்ச்சி - கவற்சி : அவர்க்கு - அவற்கு : இவைகளில் வேறுபாடென்ன?

V. 1. இருதலைத் தொள்ளி யெறும்பு. 2. மாநீவார்க்கீதல் பொலிகடன். 3. உம்மை மஹாராஜா துறந்தேனென்றார். 4. உம்மிடத்தில் வழிப்பகை உடையேம். 5. வீந்தவரேனு மீந்தவரல்ல திருந்தவர் யாரே. 6. இவன் போர்க்களத்தின் முன்காயம் வாங்கின குரன். 7. அவரே உன் பிதாவாகிய மஹாராசன் சீசையே நாணுலாற் சுகமாய்ப் போய்வா. 8. தென்கடல் வளாகம் பொதுமையின்றி, வெண்குடை நிழற்றிய பொருமை யோர். (a) சந்தர்ப்பத்தை அதுசரித்து இவற்றின் பொருளை விளக்க. (b) ஏகாரங்களின் பொருளென்ன? (c) பொலிகடன் போர்க்களம் - கடல் வளாகம் - பொதுநோக்கு : தொடரிலக்கண மெழுத.

VI. 1. அரிச்சந்திர புராணத்தில் உதகரித்திருக்கும் பழ மொழிகளில் இரண்டைச் சந்தர்ப்ப சுகிதமாய் எடுத்தெழுதுக. 2. விசுவாமித்திரர் அரசியலை மேற்கொண்ட பிறகு அயோத்தியில் உண்டான வேறுபாடுகளைவை? 3. சிங்கம் - தேனீ - அன்றில் - தங்கம் : இவற்றின் சபாவ லக்ஷண மென்ன? 4. இலக்ஷ மணனுடைய குணதிசயங்களை ஐந்து வரியில் விவரிக்க. 5. “முன்னொரு புத்திசாலி உத்தமனுக்கு——, குரனுக்கு——, காரியகாரனுக்கு——, ஈடானவனுக்கு——, செய்தாற்போலச் செய்யவேண்டும்”. விடுபட்ட சொற்களை வைத்தெழுதுக. 6. மேல் 5-ல் குறித்த சதையை விளக்கமாக ஒரு பக்கத்தில் எழுதுக.

VII. 1. (a) வா என்பதனடியாக முக்காலத்திலும் i-பெயரெச்சமும் ii-வினையெச்சமும்; (b) முயல் என்பதனடியாக i-தன்மை யொருமை ii-முன்னிலைப்பன்மை முக்காலமுற்றும்; (c) மந்தரம் - நெடுமை - அறிவு-குணம் : இவற்றினடியாக ஆண்பாற் பெயரும்; (d) கவளம் - சித்திரம் - கடைக்கண் - சால் : இவற்றினடியாக ஆண்பால் வினையாலணையும் பெயரும்;

(e) சாக்காடு - கூட்டரவு : இவற்றின் விருதியும் ; (f) தக்ஷண்புத்
திரி-விதேகன் மகள் : இவற்றுக்கு ஒவ்வொரு மொழியும் தருக.
2. “ நீர் எந்நாட்டிலிருக்கிறீர் ”. இதற்கு இரண்டுவிதமாகப்
பொருளுழுதி அததற்கிசையச் சந்தியிலக்கணங் கூறுக.
3. “ நான் காட்டுமார்க்கமாய் வரும்போது சிங்கம் கர்ச்சிப்பதை
யும் களிறுகள்—நரி—பன்றி—எருதுகள்—சர்ப்பங்
கள்—கேட்டு நடு நடுங்கினேன் ”. பொருத்தமான சொற்களை
அமைக்க.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

TAMIL: TRANSLATION.

I. Translate into Tamil: [See Hindustani Translation paper, page 40.]

II. Translate into English:—

1. (a) நன்றி மறப்பது நன்றன்று நன்றல்ல
தன்றே மறப்பது நன்று.

(b) மன்னனு மாசறச் கற்றேனுஞ் சீர்தூக்கின்
மன்னனிற் கற்றேன் சிறப்புடையன்—மன்னற்
தன்றேய மல்லாற் சிறப்பில்லை கற்றேற்குச்
சென்றவிட மெல்லாஞ் சிறப்பு. [குத்]

(c) காகில்லாணைக் காலா லுதைவர் ;
காசுள்ளாணைக் கையெடுத்தடியேன்
தாசனென்று தாங்கும்பிடுவர் ;
இதுவேயுவகத் தியற்கையாகும்.

2. (a) கொட்டிக்கொட்டி யளந்தாலுங் குறுணி பதக்கா
[காது.

(b) அள்ளாமற் குறையாது, சொல்லாமற் பிறவாது.

(c) கைக்கெட்டியது வாய்க்கெட்டவிலலை.

(d) சாகத் துணிந்தவனுக்குச் சமுத்திரம் முழங்கால்.

3. (a) அவன் அடிக்கடி அங்கே வட்டமிடுகின்றான் ;
அதன் கருத்துத் தெளிவாகப் புலப்படவில்லை. (b) அதிகார
முண்டானுற் சரியாக உபயோகி ; அற்பனைப்போல் அரையிர

வீற் குடைவிரியாதே. (c) மிஞ்சிப் போனதற்கு அஞ்சிக் கலங்காதே. போனது போக, இருப்பதை நன்கு செய்ய. 4. (a) யான் என்னென்னவோ நினைத்தேன்; என்னென்னவோ செய்தேன்; எப்படியோ இந்நிலைமைக்கு வந்துவிட்டேன். என்னைச் சூழ நார்புறத்தினுந் தீ வளைந்துகொண்டது. எனக்குப் பெரும்புற்றுக் கோடாயிருந்தவரும் உயிர் துறந்தார். (b) பிறரைப்படுத்திய பாடெல்லா மல்லவோ உன்னை இந்த நிர்ப்பாக்கிய நிலைக்குக் கொண்டுவந்து விட்டன?—சூரியன்முன் இருள் நிற்குமோ? தீயைச் சருகு அவிக்குமோ? வயிரக்கல்லைச் செல்லரிக்குமோ? குற்றம் குணத்தை வெல்லுமோ?—எப்பொழுதும் எவ்விடத்தும் நன்மையே வெல்லும்; தீமையே அழியும். (c) ஒருநாட் புத்ததேவர் மகத தேசத்தை யடைந்து ஆங்குள்ளதோர் காட்டிற் புகுந்தார். அக்காட்டில் ஒரு வேடன் கட்டிய விலையில் மாடுனுன்று சிக்குண்டு வருந்திற்று. அது கண்டு இரக்கமுற்ற புத்தர் அந்நிலையினின்றும் விடுவித்துவிட்டுச் சென்று ஒரு மரத்தடியிலே தியானத்தில் வீற்றிருந்தார். அப்பொழுது, அவ்வேடன் தான் அகப்படுத்திய மானைத் தேவர் விடுவித்தது தெரிந்து கோபங்கொண்டு அவரைக் கொல்லவந்தான்; வந்தவன் அவருடைய மகிமையால் தடையுண்டு நின்று விட்டான். சிறிது பொழுதுசென்றபின், அவர் அவனைப்பார்த்துக் கூறிய இன்சொற்களால், அவ்வேடனும் அவனுடைய குடும்பத்தாரும் தீயவை ஒழிந்து நல்லவை செய்வாராயினர்.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. 1. కురంగేశ్వరవర్తకచరిత్ర మేకథ ననుసరించి వ్రాయబడినది? దాని నింగీ ఘన నాటకరూపమునఁ జేసినమహాకవి యెవరు?

2. పంచతంత్రమును, కుచేలోపాఖ్యానమును, మీరు చదివిన గ్రంథకర్తలు కాక మఱి యెవ్వరు కూడ రచియించిరి ?

3. అహల్యబాయి యేతరగతిపుస్తకములలోఁ జేరినది? ప్రథమమునఁ దెనుఁగున రచియింపఁబడిన యిట్టివచనకావ్య మేది?

II. ఈక్రిందిపద్యములకు మీమాటలతో దండాన్వయము వ్రాయుడు:—

1. అమరునిరాకులేంద్రియము లన్నియు నప్రతిమానబుద్ధియుం.
బ్రముదిత వాక్యపద్ధతియుం బాయక తొల్లిటివే మనుష్యుడ
ర్థముం బెడఁబాసెనేనియును దప్పదు మున్నిటి నామమైనఁ జి
త్రము తుణమాత్రరూపు వికృతం బగు వానికి ఘోరభంగియై.
2. సంతోషమృత తృప్తి నూఁదినమదికా కాంతాత్మలైనట్టి ని
శ్చింతు ల్గాంతురు నిత్యసౌఖ్యమహిమల్ సిద్ధంబు సంసక్తి న
త్యంతశ్లేశగతాగతభ్రమణదుర్వ్యాపారమోహకుల
స్వాంతు ల్గానఁగ నేర్ రవిధములేశంబుకృపాభాసితకా.
3. కలలోనం దను మున్నెఱుంగనిమహాకష్టాత్తుండైనట్టిదు
ర్బలుఁ డాపత్యమయంబున న్నిజపదాబ్జాతంబు లుల్లంబులోఁ
దలఁపం దోడనెమెచ్చి యార్తిహరుడై తన్నైననిచ్చు నుని
శ్చలభక్తికా భజియించువారి కిడఁడే సంపద్విశేషాన్నతుల్.

III. 1. చరణములు వడఁకు భీతిం

బరవశ మా నొడలు రాలుపడు నెలుఁ గాహ

మరణమున నెట్టి చిహ్నము

లరయకా యాచకుఁడు దాల్చు నాచిహ్నములకా.

యాచకులకుఁ గలుగు నన్నమరణచిహ్నములలో మీపుస్తక
మునఁ జెప్పబడినవానికిని వీనికిని వ్యత్యాసమేమైన నున్నదా?

2. " రోగి యుం. జిరప్రవాసియుం బరాన్నభోక్తయుం బర
గృహకాయయు జీవన్ముతులు " అని శబ్దాకపంచతంత్రములో
నున్నది. మీపుస్తకములో నిండేది విడువబడి యున్నది?

3. చుట్టము లేని..... నూనుఁడు లేని.....
కూన్యములు—ఇందు విడువబడిన భాగములను ఛందోభంగము కలుగ
కుండునట్లు పూరింపుఁడు.

IV. 1. వలప్రచ్ఛకపోవుటొండె— 'ప్రచ్ఛక' అనుదానికి సాధు
రూప మెట్లుండును? 2. తగనెగ్గులు చేసెనే విధాతృం డనినకా—విధా

తృం డనుదానికి రూపాంతర మేది? ఏముకారాంతపదముల కిట్టి రూపములు వచ్చును? 3. మహాటవికాసముత్కటపరిపీడ నొందితిరి గావున శిష్యులు మాముణంబు నీగుట కిది కారణంబు—ఇచట శిష్యులు అనునది సంజోధన ప్రథమ యగునా? కాదా? అయినచో నారగాగమము లోపింప వచ్చునా? ఏల?

V. 1. ఏ మూడు 'ఆసన్నకాలమరణములు' అని చెప్పబడినవి?

2. "ఇవి మహాత్ములగుణములై యెన్నబడును." మహాత్ముల గుణములని యెన్నబడునవి యేవి?

3. "ఇవి యాటు నెప్పుడు జగత్పూజ్య ప్రతాపోదయ శ్రీలం జెండంగ విఘ్నకారణము లై చెల్లు" — విఘ్నకారణము లై చెల్లు నవి యాటును నేవి?

4. "సకలవర్ణాశ్రమంబులవారికి నేను విజ్ఞానప్రదుండ" — వర్ణములు, ఆశ్రమములు, ఏవి?

VI. 1. గ్రహపీడ చంద్రసూర్యులకు—చంద్రసూర్యుల కేయేగ్రహ ములవలన పీడ గలుగును? పురాణములయందు దానికిఁ జెప్పబడిన కారణ మేమి? సిద్ధాంతగ్రంథములందుఁ జెప్పబడిన కారణ మేమి?

2. నూటపదియోజనంబులపాటి నెగసి యవనిఁ బట్టులు పొడ గాంచు నామిషంబు—పైకి నూటపదియోజనము లెగయుట పట్టు లకు సాధ్యమగునో కాదో సహేతుకముగా నిరూపింపుడు.

3. వననిధిపై శకటంబును నొనరంగా మిట్టనేల నోడయుఁ జనునే, కాకిముక్కునకు దొండపండు కట్టినట్లు, తోడేలినోటినుండి విడిపింపబడి పులినోటబడితిని—ఈ సామెత లెందు నిమిత్త మెప్పు రిచేఁ జెప్పబడినవి?

VII. 1. వసుమతి చేసిన యర్థమువలన సత్యకీర్తికిఁ బ్రాణరక్షణము కలిగెను—ఇందలి కలిగె ననుదానిని ప్రేరణార్థకక్రియనుగాఁ జేసి యర్థము చెడకుండ ఆసత్యము లైనమార్పులు చేసి వైవాక్యమును వ్రాయుడు.

2. కాలపాశబద్ధుండును బోలెఁ జిత్రగ్రీవుండు సపరివారం బుగా నవ్వలం దగులువడియె—ఇందలి 'చిత్రగ్రీవుండు సపరివారం బుగా' అనుదానిని 'చిత్రగ్రీవుండును బోలెవారంబును' అనిమాన్చి నచో మఱి యే మార్పులు చేయవలెను?

VIII. 1. మోహనిబద్ధము, కర్కటిగర్భము, జీవన్మృతుఁడు, కామిత మందూఁడు—వీనికర్థతాత్పర్యములను వ్రాయుఁడు, 2. ఔర్వ శిఖిం గలంగని మహాబ్ధిజలంబు తృణాగ్నివైచిన్ దుర్వహదుఃఖభార మయి తోడనె తాపముఁ బొంద నేర్చునే, తప్తజలముచేతఁ దడిసిన యగ్ని దా హీనమగుచు శమితమైన కరణి—ఈ వాక్యము లేనీతు లను స్థాపించుటకయి యుద్దేశింపబడినవి? 3. కొలము నీలకుభృ ద్విశాలము—ఇందలి రెండుపదములకుఁ గలసంబంధ మేమి? కడ పటిపద మేనమాసము? దాని కర్థ మేమి?

IX. 1. అహల్యాబాయి యెప్పు డేదేశమును బాలించినది? ఈ రాజ్యసంస్థాపకుఁ డెవరు? ఈమెవలె తెలుఁగుదేశమును చక్కఁగాఁ బాలించినయొకరాణిపేరు చెప్పి, ఆమెకాలమును రాజధానిని తెలుపుఁడు.

2. కుచేలోపాఖ్యానములోని వర్షవర్ణనమును, కురంగేశ్వరవర్త కచరిత్రములోని దయాగుణవర్ణనమును మీమాటలతో వ్రాయుఁడు.

3. కస్తురిలికము—దీనికి సిద్ధ సాధ్య సమాసరూపములను వ్రాయుఁడు.

X. 1. మహిళాపుర ప్రాంతగహనభూమి—ఇందలి యతి పేరేమి? ఇది యేపద్యములలో వాడఁబడును? 2. ఉత్సాహకు లక్షణ మేమి? "భాతి నిర్ణయించు కంటెఁ బండితత్వ మున్నదే"—ఈయుత్సాహ పాదము మఱి యే వృత్తిపాదమువాడఁ గావచ్చును? అయినను ఆ రెండుపద్యములకు భేద మెట్లు? 3. అరలు బెగడ ననికీ హరియ యరి గడును—దీనిని తేటగీతమునకును, ఆటవెలదికిని, కందమునకును, దగి నట్లు యతిప్రాసములను జూపి గణవిభజనము చేయుఁడు.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

TELUGU: TRANSLATION.

I. Translate into Telugu : [See Hindustani Translation paper, page 40.]

II. Translate into English :—

1. తల్లి నీయుదరంబులోనఁ బ్రభాసపూరుషుఁ డున్న వాఁడెల్లి పుట్టెడిఁ గంసుచే భయ మింత లేదు నిజంబు మా కల్లవానికి భద్ర మయ్యెడు నింక నీకడు పెప్పుడుం జల్ల గావలె యాదవావలి సంతసంబునఁ బొందఁగఁ.
2. తాము తమలోన సధికులు తగవులాడ నడుమ నల్పులు లాభంబుఁ బడయు చుండు పుడమిలోఁ బోరు నప్టియుఁ బొందు లాభ మనెడు లోకోక్తి మిగుల సత్యంబు గాదె ?
3. జగతిలోపల బాహ్యవేషములకంటె సద్గుణంబులు గలుగుటె జ్ఞాఘృతరము పయిమెఱుంగులు రంగులపసలు లేక శుద్ధహృదయులు లోకవిశ్రుతులు గారె ?
4. పగతుఁ డొనరించుఘోరపాపంబుకంటె భటునివిశ్వాసఘాత మల్పమె ఘనంబు చేరి నమ్మినమిత్రునిఁ జెలుచువాఁడు ఘోరపాతకికంటెను గ్రూరతరుఁడు.
5. తాలిమితోడఁగూరిమిఁ గృతఘ్నునికెయ్యెడ నుత్తశాస్త్రము త్రేలానఁదించినం గుణము మిక్కిలి కీడగుఁ బాముపిల్లకుం బాలిడి పెంచినకొ విషము పాయఁగ నేర్చునె దానికోఱలం జాలఁగ నంతకంత కొకచాయను హెచ్చునుగాక భాస్కరా.
6. ప్రపంచములో దేహోరోగ్యముతో సమానమయినసంపద మతీయొకటి లేదు. కోట్లకొలఁది ధనమున్నను, లక్షలకొలఁది బట్టలును నగలును ఉన్నను, వేలకొలఁది పరిచారిక లున్నను, నూఱుల కొలఁది దివ్యభవనము లున్నను, ఈలోకములోనివి మనీ యేవి యెన్ని

యున్నను అనుభవించుట కొక్కదేహోగ్యము లేనియెడల వేని వలనను సుఖము కలుగదు. మనయవయవము లన్నియు, వేనిపని యందు అవి సరిగా నడచుచు మన కిబ్బంది కలుగఁజేయ వున్నప్పుడు, మనశరీర మారోగ్యస్థితియం దుండి మనకు సుఖము కలిగించుచుండును. మనయశ్రద్ధవలనను లోపమువలనను మనజీర్ణకోశమును ప్రేగులును తిన్నయన్నమును సరిగా జీర్ణముచేయకయు, మనహృదయమును నాడులును రక్తము సరిగా ప్రవహించునట్లు చేయకయు, ఉపిరి తిత్తులు గాలిని పీల్చి పరిశుద్ధము చేయకయు, మనచర్మ మశుచిగా నుండి చెమట మొదలయినవానిని పయికి రానీయకయు, ఉన్నప్పుడు పలువిధము లయినరోగములు పుట్టి సుఖము చెడి పెక్కు బాధలు కలుగును.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
KANARESE: TEXT-BOOKS AND GRAMMAR.

I. 1. కన్నడ మహాభారతದಲ್ಲಿ నీవు ఓదిద పర్వశ్లోకంఠి పర్వవేంచు దేశరు ఏకేశోట్టరువుదు? ఇదన్న కన్నడిసద కవియ విషయదల్లి ఏను బల్లిరి? ఆతన కాలవేను? సకారణంగా బరే యిరి. 2. కన్నడ భారతవన్నూ, జ్యోమినిభారతవన్నూ, ఔర్జ్జద్ర రాయన జరిత్రవన్నూ యారు యారిగే జేళదచేందు నిమ్మ గ్రంథగళంవ గొత్తగుత్తదే? యావ సందర్భదల్లి దాగే జేళదదే? 3. జ్యోమిని భారతవన్న కన్నడిసద కవి యారు?

II. 1. పరమభాగవతశ్లోకంఠి మను వి ।

స్తరద సమ్మజ్ఞాని నినగొ ।

బ్బరు తిళుడతక్కవరదాచే బోధవేద్యనిగే ॥

ఆరిదేనిప సుఖదుఃఖవేంచివ ।

బెరసి సమనందళంకదుబ్బద ।

పరవాయోగదోళప్పనిన్ననువోగళలదొద ॥

2. ಹರಿಯಂತೆಬಲಯುತಂ ಶಿವನಂತೆರಾಜಕೇ ।

ಖರನಬ್ಬ ಭವನಂತೆ ಚತುರಾಸನಂ ಸರಿ ।

ದ್ವರನಂತೆ ರತ್ನಾಕರಂ ದಿವಾಕರನಂತೆ ನಿರ್ದೋಷನಿಂಗ್ರನಂತೆ ॥

ಪರಿಚಿತಸುರಭಿವೃಷ್ಯ ಸಮೃತಾರ್ಚಿಯಂತೆ ವಿ ।

ಸ್ತುತಿಕುವಲಯನೆಂದು ಧರ್ಮಜನಧರ್ಮಿಗಳು । [ಸು ॥

ತಲೆಬಿಳಕಪ್ಪಿನಾವತಿಗೆ ವೇದವ್ಯಾಸಮುನಿಯೊಂದಿನಂ ಬಂದ

ವೇದಿನ 1 - ಪದ್ಯಕ್ಕೆ ಸರಳಾನುವಾದವನ್ನು 2 - ಪದ್ಯದೊಳಗಣ
ಶ್ಲೋಕವನ್ನು ವಿಶದಪಡಿಸಿ ಅರ್ಥವನ್ನೂ ಬರೆಯಿರಿ.

III. 1. ಒಳ್ಳೆ ಗುಣವುಳ್ಳವರು ತಮಗೆ ಒಳ್ಳೆಯದು ಮಾಡಿದವರನ್ನು
ಎಂದಿಗೂ ಮರೆಯುವುದಿಲ್ಲ ಎಂಬುದು ನೀವು ಓದಿದ ಗ್ರಂಥದಲ್ಲಿ ಹೇಗೆ
ಉದಾಹರಿಸಲ್ಪಟ್ಟಿದೆ? 2. ಅಖಿಳಾನಂಧವೆಂದೊಡನೆ ಬದುಕದ ಮನುಷ್ಯ
ಸಂಸಾರವು ಯಾವುದಕ್ಕೆ ಸರಿಯೆಂದು ಧರ್ಮದಾಯನು ಹೇಳಿದ್ದಾನೆ?
3. ಜೈಮಿನಿಭಾರತದಲ್ಲಿ ಸೂರ್ಯೋದಯವು ಹೇಗೆ ವರ್ಣಿಸಲ್ಪಟ್ಟಿದೆ?

IV. 1. ದೈವವನ್ನು ಗೆದ್ದವನು ಯಾರು? ಹೇಗೆ? 2. ಮರಣದಿಂದ
ಕವು ಯಾವುದೆಂದು ನಿಮ್ಮ ಗ್ರಂಥದಲ್ಲಿ ಹೇಳುತ್ತದೆ? ಮೂರು ಉದಾ
ಹರಣಗಳನ್ನು ಕೊಡಿರಿ. 3. ಅಶ್ವಮೇಧಯಜ್ಞದ ಕ್ರಮಗಳನ್ನೂ ಹ
ಯದ ಲಕ್ಷಣಗಳನ್ನೂ ವಿವರಿಸಿರಿ.

V. 1. ಭೂಸುರಜನಕ್ಕೆ ನಿಜಧರ್ಮದಲ್ಲಿ ಜೀವನ ಸದೆಯಾದಿದ್ದಾಗ
ಯಾವ ಯಾವ ವೃತ್ತಿ ಹಿತವಲ್ಲವೆಂದು ಹೇಳಿದೆ? 2. ಗತಕಲುಷನಹನು
ಯಾರೆಂದು ಹೇಳಲ್ಪಟ್ಟಿದೆ? 3. “ಕೊಲಲು ಸಲ್ಲದು ಧರ್ಮದಲಿ ಹಗೆ
ಗಳನು.” ಯಾವಾಗ? 4. ಸ್ಮಂಕ್ರಿಯ ಮತ್ತು ಧರ್ಮಾಧಿಕಾರಿಗಳಲಕ್ಷ
ಣಗಳು ಯಾವುವು ಎಂದು ನೀವು ಓದಿದ ಗ್ರಂಥದಲ್ಲಿ ಹೇಳಿದೆ?

VI. 1. ಮರೆಯ ಬೇಕೆಂದು _____ ।

ಮರೆಯಲಾಗದು _____ ।

ಎರಗಲಾಗದು _____ ತತ್ಪರತೆಯಿರಬೇಕು ॥

ತೋರೆಯ ಬೇಡು—ಮಿಗಿ.

ತರಿಯ ಬೇಡು—ಯಿದ.

ಸರಿತುನಡೆದರೆ ನೃಪತಿಗಿಹಪರ ಸೌಖ್ಯವಹುದೆಂದ ||

ಇದನ್ನು ಪೂರೈಸಿಬರೆಯಿರಿ.

2. ಭೇದಿಸಿದವಣ್ಣನಶಿರವ ದಾ |

ಯಾದವನು ಸಂಪರಿಸಿ ಗುರುಗಳ |

ಭೇದದಿಂದಿರಿದಾಹಿತಾವಹಗಳವ ಮಾಡಿದವು ||

ಈ ಪದ್ಯಾರ್ಥದಲ್ಲಿ ಸೂಚಿಸಲ್ಪಟ್ಟಿರುವ ಪೂರ್ವಾಶಯವನ್ನು ಸಂಕ್ಷೇಪವಾಗಿ ಬರೆಯಿರಿ.

VII. 1. ಸತ್ಯಸಂಧನಾದ ಹರಿಶ್ಚಂದ್ರ ಮಹಾರಾಯನಿಗೆ ಕಪ್ಪಂಗಳೊ ದವಿದುದಕ್ಕೆ ಏನು ಕಾರಣ? 2. ಚಂದ್ರಮತಿಯು ಕಂಠಸೂತ್ರವು ಯಾರಿಗೂ ತಿಳಿದು ಇರುವುದಕ್ಕೆ ಏನು ಕಾರಣ? ಹರಿಶ್ಚಂದ್ರನಿಗೆ ಮಾತ್ರ ಕಾಣ ಬಂದುದು ಹೇಗೆ? 3. ಪತಿವ್ರತಾಧರ್ಮಗಳು ಯಾವುವು ಎಂದು ನೀವು ಓದಿದ ಹರಿಶ್ಚಂದ್ರೋಪಖ್ಯಾನದಿಂದ ಕಂಡುಬರುತ್ತದೆ?

VIII. 1. ಅನಿಶ, ಅನಿತ; ನಿಶೀಥ, ನಿಶಿತ; ತರುಣಿ, ತರಣಿ; ಜಾತಿ, ಜ್ಞಾತಿ; ಪರುಷ, ಪುರುಷ; ಚರಿತ್ರ, ಚಾರಿತ್ರ; ಈ ದ್ವಂದ್ವ ಕಬ್ಬಗಳ ಅರ್ಥ ವ್ಯತ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ. 2. ವಿದ್ಯೆ, ದೀಕ್ಷೆ, ಕೃತಾನ್, ಕುದ್ದಾಲ, ಪತಿವ್ರತೆ, ಸೊಬಗು, ಜಿಗುಳೆ, ಗೇಹ, ಬೆತ್ತ, ಗಾವಿಲ;—ಮೇಲಿನ ಕಬ್ಬಗಳಲ್ಲಿ ತತ್ಸಮ ತದ್ಭವಗಳನ್ನು ವಿಂಗಡಿಸಿ, ತತ್ಸಮಕ್ಕೆ ತದ್ಭವವನ್ನೂ ತದ್ಭವಕ್ಕೆ ತತ್ಸಮವನ್ನೂ ಬರೆಯಿರಿ.

IX. 1. ಕನ್ನಡ ಮಹಾಭಾರತವೂ ಜೈಮಿನಿಭಾರತವೂ ಯಾವಯಾವ ವೃತ್ತದಲ್ಲಿ ಬರೆದಿವೆ? ಆ ವೃತ್ತಗಳ ಲಕ್ಷಣಗಳೇನು? 2. ಕೆಳಗಿನ ಧಾತುಗಳ ಭೂತ ಕೃದ್ವಾಚಿರೂಪಗಳನ್ನು ಬರೆಯಿರಿ; ತರು, ಪಡು, ಮೀರು, ಬಿಗು, ಈನು, ಸೀನು, ಮುನಿ, ಬಲಿ. 3. ತೇರುಮರ, ಮೇಘ ಶ್ಯಾಮ, ಮುಕ್ಕಣ್ಣನು, ಅಂಗಾಲು;—ಇವು ಯಾವ ಸಮಾಸಗಳು? ಸಕಾರಣವಾಗಿ ಬರೆಯಿರಿ. 4. ಕೆಳಗಿನ ಕಬ್ಬಗಳನ್ನು ಸಂಧಿಮಾಡಿ ಬರೆ

ಯಿರಿ; ಮಹಿ + ಇಂದ್ರ, ಮಹಾ + ಈಶ್ವರ, ವಿಷ್ಣು + ಉತ್ಸವ,
ಪ್ರಶ್ನಾ + ಉತ್ತರ, ಸತ್ + ಲಕ್ಷ್ಮಣ, ಚಿತ್ + ಶಕ್ತಿ, ತೇಜಃ +
ವಂತ, ತಮಃ + ತರಣ.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

KANARESE: TRANSLATION.

I. Translate into Kanarese : [See Hindustani Translation paper, page 40.]

II. Translate into English :—

1. ದಾಕಿಯಲಿ ಬೆಳದಿಂಗಳಾಯಿತು

ಪೂರವಿಸಿದುದು ತಂಪು ಬಹಪರಿ

ವಾರಕಾಪ್ಯಾಯನವನಾನಂದವನು ಬೀರಿದುದು ||

ಓರಣದ ಪಂಜುಗಳ ಬೆಳಕಿಗೆ

ಚಾರುಭೂಷಣದಿಷ್ಟಿ ಕಂಗಳ

ಕೋರಯಿಸೆ ಬಹುವಾದ್ಯರವ ಮಿಗಲೈದಿದರು ಪುರವ ||

2. ತುರುಗಿತೆತ್ತೆತ್ತಲಂ ಪ್ರಳಯಕಾಲದ ಮೇಘ

ಮೆರಗುತವೆ ಬರಿಯ ಬರಗಿಡ್ಡಿಗಳೆತ್ತೆತ್ತಲಂ [ಣಿಸಿವೆ ||

ಕರೆಯುಂಡಿವೆ ಬಿರುಗಾಳಿ ಧೂಳಿಗಳೆತ್ತೆತ್ತಲಂ ಕತ್ತಲೆಗಳಟ್ಟಿ

ತರೆಯಬಾರದಂಕಣ ಮರೆದು ಕಣ್ಣೆಯೆದಿ

ಕೈರಿಯಬಾರದಂ ಮಹಾದ್ಭುತವಿದತ್ತೆಣದೊ ಜಗ

ದರೆಯನ್ನೇ ಬಲ್ಲನೆನುತಿದುಡು ಸೃನಿಕಂ ಹೈಡಿಂಪಿಕ್ಕತಮಾ

[ಯೆಗೆ ||

3. ಗುಣವಂತನಾಗಿ ಬಾಳುವುದು

ಹಣವಳಿದಡೆ ಗುಣವನಳಯಲಾಗದು ಪುರುಷಂ ||

ಗುಣವೊಂದಕಳುವಲ್ಲದೆ

ಹಣಕಳುವರೆ ಕಳದಬಳಕ ಜೊಡಾರತಾ ||

4. ಆಗ ದುಕ್ಕಿಲೆಯು ಚಂದ್ರಮತಿಯನ್ನು ಕುರಿತು - ಎಲೆ

ದುಷ್ಟೆಯೇ, ನಮ್ಮ ಮನೆಯಲ್ಲಿ ಕುಕ್ರವಾರದದಿನ ಹೀಗೇಕೆ ಆಳುತ್ತಿ
ರವೆ? ನಿನ್ನ ತಾಯಿತಂದೆಗಳಾರಾದರೂ ಸತ್ತರೇನೇ? ಇನ್ನಲ್ಲಿ ಆಳಬಾ

ಗದಾ, ಅಚೆಗೆ ಹೋಗು, ಯಜಮಾನರು ಬಂದು ಕೋಟು ಕೊಂಡಾರು, ಸುಮ್ಮನೆ ಆಳುತ್ತಿರುವೆ? ಹೇಳೆ - ಎಂದು ಗದ್ದಿಸಿದಳು. ಅದಕ್ಕೆ ಚಂದ್ರಮತಿ ಅಂಜಲಬದ್ಧೆಯಾಗಿ ವಿನಯದಿಂದಿಂತೆಂದಳು: ಓ ತಾಯಿ, ನನ್ನ ಪುತ್ರನು ನಿನ್ನ ಗಂಡನಿಂದ ಕಳುಹಿಸಲ್ಪಟ್ಟು ವನಕ್ಕೆ ಹೋಗಿ ತಪ್ಪು ದಪ್ಪನಾದನಂತೆ. ನಾನೇನು ಮಾಡಲಿವೆ? ಸ್ವಲ್ಪ ಮೂಲ್ಯವಂ ದಯೆ ಪಾಲಿಸಿದರೆ ತ್ವರಿತವಾಗಿ ಔಪಧವನ್ನು ಕೊಂಡು ಹೋಗುವೆನು. ನನ್ನ ಪುತ್ರನ ಪ್ರಾಣಗಳನ್ನಿತ್ತು ಪೊರೆ ತಾಯೆ - ಎಂದು ಹೇಳಿದಳು. ಅದಕ್ಕೆ ದುಶ್ಯಂತಿ - ನಿನ್ನ ಸಮಾಚಾರ ತಿಳಿಯಿತು. ಮರಳಿ ನಿನಗೆ ಧನಕೊಡಬೇಕೋ? ಬಾಲಕನನ್ನೆಲ್ಲಿಯೂ ಆವಿತಿಟ್ಟು ಹೀಗೆ ಹೇಳುವೆ, ನಮ್ಮ ಮನೆಯಲ್ಲಿ ನೀನು ಸೇರಿದ್ದರಿಂದ ಧನವೆಲ್ಲವೂ ನಾಶವಾದುದು; ನೀನರಣ್ಯಕ್ಕೆ ತೆರಳಿದರೆ ಮನೆಯಾಕೆಲಸಗಳನ್ನಾರು ಮಾಡುವರು? ನನ್ನ ಗಂಡನು ಬಂದರೆ ಊಟವಾಡುವರು? ಹಸುಗಳಿಗೆ ಹುಲ್ಲು ಮುಂತಾದುದನ್ನು ಯಾರು ಹಾಕುವರು? ರೋಗಾರ್ತಿಯಾದ ನನಗೆ ಯಾರು ಪರೀಕ್ಷೆಯಂ ಮಾಡುವರು? ಇನ್ನು ಇಂತಹ ಮಾತುಗಳನಾಡಬೇಡ; ಹೋಗು - ಎಂದು ಗದ್ದಿಸಿದಳು. 5. ಮಹೇಂದ್ರನು ಹೊರಟು ಹೋದನು. ಕಲ್ಯಾಣಿಯು ಮಗುವನ್ನು ಇಟ್ಟುಕೊಂಡು ಬೆಳಕಿಲ್ಲದ ಜನಶೂನ್ಯವಾದ ಆ ಮನೆಯಲ್ಲಿ ನಾಲ್ಕು ದಿಕ್ಕುಗಳನ್ನೂ ನೋಡುತ್ತ ಬಬ್ಬಳೇ ಕುಳಿತಿದ್ದಳು. ಅವಳಿಗೆ ಬಹಳ ಭಯವಾಯಿತು. ಎಲ್ಲಿ ನೋಡಿದರೂ ಬಬ್ಬರೂ ಇಲ್ಲ; ಮನುಷ್ಯರ ಶಬ್ದವೇ ಇಲ್ಲ. ಬರಿಯ ನಾಯಿಗಳಕೂಗೇ ಹೊರತು ಬೇರೊಂದಿಲ್ಲ. “ಅವರನ್ನು ಏತಕ್ಕೆ ಕಳುಹಿಸಿ ಬಿಟ್ಟೆನೋ; ಹಸಿವಾದರೂ ತಡೆದುಕೊಂಡಿರಬಹುದಾಗಿದ್ದಿತು. ಇನ್ನೇನು ಮಾಡೋಣ? ನಾಲ್ಕು ಕಡೆಯ ಬಾಗಿಲುಗಳನ್ನಾದರೂ ಹಾಕಿಕೊಂಡು ಕುಳಿತೀವೋ” ಎಂದು ಮನಸ್ಸಿನಲ್ಲಿ ಆಲೋಚನೆಮಾಡಿಕೊಂಡು ಬಾಗಿಲಬಳಿಗೆ ಹೋಗಿ ನೋಡಿದಳು. ಅದಕ್ಕೆ ಕದ ಆಗಣಿ ಯಾವುದೂ ಇರಲಿಲ್ಲ. ಬೇರೆ ಉಪಾಯವಿಲ್ಲದೆ ಹಾಗೆಯೇ ನಿರೀಕ್ಷಿಸುತ್ತ ಕುಳಿತುಕೊಂಡಿದ್ದಳು. ಇದ್ದಕ್ಕಿದ್ದ ಹಾಗೆ ಮುಂಬಾಗಿಲಿನಲ್ಲಿ ಏನೋ ಒಂದು ನೆಳಲಿನಹಾಗೆ ಕಣ್ಣಿಗೆ ಬಿದ್ದಿತು. ಅದು ಮನುಷ್ಯಾಕೃತಿಯಹಾಗೆ ತೋರಿತು, ಅದರ ಮನುಷ್ಯನೆಂದು ಬೋಧೆಯಾಗಲಿಲ್ಲ. ಅತಿ ಶುಷ್ಕವಾಗಿ, ಬಲುಕಪ್ಪಾಗಿ, ವಿಕಟಾಕಾರವಾಗಿ

മനുഷ്യനാതിദ്യ യാവുതോർ ലാമു വ്യക്തിയു നിരണാണി ലാമു
 നിരണാണി. അതു അസ്തിത്വം വ്യക്തിയു തന്നെ വ്യക്തി
 ലാമു അതിദ്യ ലാമു അതിദ്യ യാവുതോർ കടയാത. അ
 തന്നെ അതിദ്യ കടയാതേർ അതിദ്യ അതിദ്യ.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. 1. കിരീടാലി കവന നിർമ്മാണം ചെയ്യുന്നതിന്നു കാരണം
 എന്തെല്ലാമാണെന്നു തിരിച്ചു വരണം (3 കാരണം മതി). 2. ചാണക്യ
 സൂത്രം എന്നാൽ അർത്ഥമെന്തെ? ഇതിന്നു സംസ്കൃതത്തിലുള്ള പേർ
 എന്തെന്നും അതിനെ വിചിത്രൻ കാരണമെന്തെന്നും എഴുതുക.

II. 1. ആശ്രമത്തിന്നെഴുന്നള്ളുന്ന നേരത്തു

വിശ്രമിച്ചാൻ തക്കവണ്ണം മതിയാരും.

2. വീര്യവാനാകും കിരീടാലി നാലനെ

പാപനാശനാൻ പൈതൃകംതന്നെ

ജീവിതവും നൽകി മിത്രമാക്കിയിനാൻ.

3. ആകാശം വേർതിന്നു ചാടിയവളെ പത്തു

പോക്കാവതല്ലതാനാൻ കണ്ടു നീലേണമെടൊ.

ഇതിന്റെ അർത്ഥം ഗദ്യത്തിൽ എഴുതുക.

III. 1. എന്തൊരു കഷ്ടം ഭേദിക്കാമെന്നൊക്കിപ്പിച്ചു—

തന്മൂലം വരുന്ന ചാണക്യനെന്നല്ലൊ നാം

ശക്തിയുണ്ടെന്നുള്ളതിന്നു നിമിത്തം മനസ്സു. ഏതെന്നു.

2. ശിക്ഷാശാസ്ത്രത്തിന്നു ചാണക്യൻ കാരണമേ

കല്പിച്ചുതന്നു തന്നെ മൗര്യനാണു ബാലൻ. അർത്ഥം

എഴുതുക.

3. വേർതിരിയുകയാണു തന്നെ അൻ മറ്റൊന്നു

കണ്ടിട്ടുണ്ടാവാം.

ഇതിന്റെ അർത്ഥമെന്തെ? സന്ദർഭം പറക.

IV. 1. അനിയമനിയമം, അതാദോഷം, പ്രതിപ്രതികരണവും,
 കണവും, നാണയത്തിന്നു (ചാലാക്കൾ മുറിക്കുകയും) ആയോധനോദ്യമം

ങ്ങൾ. ഇവയുടെ അർത്ഥം എഴുതുക. 2. ക്ഷുഭം, ജീവിതം; കരം, മേനി, ആർത്തം, കോലം എന്നും കാരണാണിന്നു നരനന്ദനം എഴുതുക. 3. മരണം, മാരണം; ദാനം, ആദാനം; ഇവയുടെ അർത്ഥത്തിലുള്ള ഭേദം കാണിക്കുക.

V. പ്രതിക്രിയയുടെ പുരോഗാമിയായ ലോകം ആരിൽ ഉണ്ടോ ആയതു ആയാളെ ഉദ്ദേശ സാമ്യമുള്ളവർ വിശ്വാസയോഗ്യനാക്കി തീർക്കുന്നു. ഇതിന്റെ അർത്ഥം എഴുതുക. കഥാസംബന്ധവും പറയുക.

VI. 1. അറമില്ലത്തൊ രഗീജാലകൾ പിടീപെട്ടു

പാറകൾ പോലെ പൊരിഞ്ഞൊക്കുപേ ചത്താരവർ.

ഇതിൽ കീഴ്വരയുള്ള പദങ്ങളെ വ്യാകരിക്കുക.

2. എന്നതു കേട്ടു ഭടന്മാരഥ രാജ്യസന്റെ

മന്ദിരത്തിങ്കൽ ചെന്നുതിരഞ്ഞൊ നന്ദനരം

കണ്ടുതില്ലെങ്ങും ഗൃഹം ശ്രുത്യജ്ഞാഭാരവർ

മഞ്ചി വന്നെങ്ങും ഞങ്ങൾ കണ്ടുതില്ലെന്നു ചൊന്നാർ.

ഇതിനെ വാക്യങ്ങളായി വിഭാഗിച്ചു അർത്ഥാനുസംബന്ധം കാണിക്കുക.

VII. 1. വിദകരി, പ്രത്യയം, ആഖ്യാതപുരണം, സർവ്വനാമം, ഇവയെ വിവരിക്കുക. 2. ഗന്ധർവ്വൻ പക്ഷിരാജനാകുന്നു. ഇനിക്കു അതു അവിശ്വദിപ്പെന്നാണു ഞാൻ പറഞ്ഞു. അവൻ അഥമനപ്പെന്നാണു ഞാൻ പറയുന്നു. അദ്ദേഹം വിശ്വാസ്യനല്ലെന്നാണു എന്റെ അഭിപ്രായം. * ഇതിൽ വല്ല പിഴയുണ്ടാകുകിൽ തിരുത്തി എഴുതുക.

VIII. 1. ചൊല്ലവിളി, തണ്ടുതപ്പി, ആപാദചൂഡം, പ്രേമഭാജനം, കന്നിച്ചു, ശുഭദേശം, എന്നും കാരണാണിന്റെ അർത്ഥം വ്യക്തമാക്കത്തക്കവണ്ണം വാചകത്തിൽ ചേർത്തഴുതുക. 2. ആവും + കാലം, വൃക്ഷം + മരായ; തേൻ + ചോരം; പുലി + തോൽ. എന്നും കാരണാണു കൂട്ടി എഴുതുക. 3. കേഴുന്നു, ആർത്തം, വേണുന്നു; ചീറുന്നു, ഇവയുടെ ഭൂതരൂപം എഴുതുക.

MALAYALAM: TRANSLATION.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

I. Translate into Malayalam: [See Hindustani Translation paper, page 40.]

II. Translate into English:—

1. (a) ഒരു ചേനലിന്നൊരു പക്ഷം.

(b) മുളയിൽ അറിയാം വിള.

(c) സാധന ദൃഷ്ട്യം അകൗശല ലക്ഷണം.

രാജശ്രേഷ്ഠ! അങ്ങനെയൊരുതരീലും വിദ്യയ്ക്കും വിശുദ്ധനും രാജപ്രധാനനായ അങ്ങനെയൊരു നീചഗുണമുള്ള നികൃഷ്ടപ്രാണിയെപ്പോലെ പരിചിതന്മാരെ ഒരിക്കലും കണ്ടിട്ടില്ലെന്നു ഭാവികുന്ന കപടനാട്ടും അനുചിതമത്രെ. അവിടത്തെ മനസ്സിനെ ഒന്നു പരിശോധിക്ക; മനസ്സാക്കി ഒരിക്കലും സ്വത്വം മറയുന്നതല്ല.

ആത്മാവായ വഞ്ചിപ്പീടാ ചോരനുള്ളൊരു പാപം

ആത്മനാനിരൂപിക്കിൽ മറ്റൊരുവന്നു മുങ്ങാ?

എന്നെ അറിയപ്പെടുന്ന ചങ്ങിപ്പ പരഞ്ഞുകൊണ്ടു എന്നിക്കു ദോഷം വരാനില്ല. അവിടത്തെ അന്യായ കർമ്മം ദൈവം അറിയും. ദൈവസാന്നിദ്ധ്യത്തിലാകുന്നു ഞൻ വിധി അന്യായ കർമ്മം ചെയ്യുന്നതു. അധർമ്മകർമ്മം ചെയ്യുന്ന ഒരാളും ഹൃദയം ദൃഷ്ടിയിൽ അകപ്പെടാതെയും കഠിനശിക്ഷയ്ക്കു പാത്രമാകാതെയും ഇരിക്കുന്നതല്ല. മനുഷ്യനായ ഈശ്വരൻ അദ്വൈതനേക്കിലും ഈശ്വരനെന്നു സ്വയം ദൃശ്യമത്രെ. പ്രാണികളുടെ കർമ്മങ്ങൾക്കു ഈശ്വരൻമാത്രമോ? അതല്ല.

ആദിത്യ ചന്ദ്രന്മാരു മനലാമ്പലന്മാരും

ആകാശം ഭൂമി ജലം ഏതൊരുതരം താരം

അഹസ്സും രാത്രിതാരം രണ്ടു സന്ധ്യകൾ ധർമ്മം

മെന്നിപർ പതിനാലുപദയ മുഴങ്ങിത്തീർത്തു

മനസ്സു ജന്തുക്കൾ മെന്നതു ധർമ്മാലും.

പ്രേതരാജാവായ യമൻ അസത്യവാദിയെ പരലോകത്തിൽ നിശ്ചയമായി ഭണ്ഡിപ്പിക്കും. ധർമ്മകൃന്മാർക്കുമാത്രമേ ധർമ്മരാജാവിനെ ഭയപ്പെടാതിരിപ്പാൻ സാധിക്കുള്ളൂ. അധർമ്മ ഈശ്വരനെന്നു പറയുന്നതു വശായിരിക്കും.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. ନିମ୍ନଲିଖିତ ଚଉଦ ସଂକ୍ଷେପରେ ଲେଖ ।

II. ନିମ୍ନଲିଖିତ କବିତାଂଶମାନଙ୍କର ସରଳ ବ୍ୟାଖ୍ୟା କର ଏବଂ ସେଥିରେ ରେଖାଭୁକ ହୋଇଥିବା ପଦମାନଙ୍କର ଅନୁସ୍ମରଣ କର ।

(କ) କାହିଁ ସେ ଅଯୋଧ୍ୟା ଧନ୍ୟା ଯୋଧେନ୍ଦ୍ର ଜନନୀ ।
 କ୍ଷତ୍ର ତେଜୋ ଭନ୍ନୁ ଯହିଁ ଉର୍ଦ୍ଧ୍ୱ ଯହିଁରେ ॥
 ହିମୋଜ୍ୱଳ ହିମାଚଳ ଶିରେ ବନମଣି ।
 ହେମ ରଶ୍ମି ବିଞ୍ଚେ ଯଥା ନିଶା ପ୍ରଭାତରେ ॥

(ଗ) ବାରୁଣୀ ଗଗନ ପ୍ଳାବିତ ପ୍ରଭାରେ ।
 ଗନ୍ଧର୍ବ ନଗରୀ ଶୋଭାକୁ ଥିକ୍ତାରେ ॥
 ବାରୁଣୀ ରାଣୀକ ପିନ୍ଧି ସ୍ୱର୍ଣ୍ଣଚେଳ ।
 ସଖୀ ସଙ୍ଗେ ଖେଳୁଛନ୍ତି ପଂଶୁ ଝେଳ ॥
 ସୁବର୍ଣ୍ଣ ବିମାନ ସ୍ୱର୍ଣ୍ଣ ରଥ ଦୋଳା ।
 ନଭସ୍ଥଳେ କେତେ ହୋଇଛନ୍ତି ତୋଳା ॥
 ସୁବର୍ଣ୍ଣର ନଦେ ବହେ ସ୍ୱର୍ଣ୍ଣ ସ୍ରୋତ ।
 ସୁବର୍ଣ୍ଣ ଅଟ୍ଟାଳେ ତଳେ ସ୍ୱର୍ଣ୍ଣ ପୋତ ॥
 ସୁବର୍ଣ୍ଣ ମଞ୍ଚରେ ସୁବର୍ଣ୍ଣ ଅସନ ।
 ତହିଁ ବସିଛନ୍ତି ଦେବ - ବେହରଣ ।

III. ନିମ୍ନଲିଖିତ ବାକ୍ୟମାନଙ୍କର ବିଶଦ ବ୍ୟାଖ୍ୟା ଲେଖ, ଏବଂ ରେଖାଭୁକ ପଦମାନଙ୍କର ସମାସ ବ୍ୟାଖ୍ୟା କର ।

(କ) ଭରତ - ବର୍ଷରୁ ବହୁଗତ ହୋଇ ବର୍ଷାନ୍ତରେ ବିତରଣ ନ-କଲେ ଅଗ୍ନିପ୍ରାତର ଉଷଣତା ଉପଲବ୍ଧ ହୋଇ-ପାରିବ ନାହିଁ ।

(ଖ) ଯେଉଁ ସବୁ ସୁକୁମାର ଶିଳ୍ପ ବିଦ୍ୟାଦ୍ୱାରା ମନୁଷ୍ୟ-ସଂସାର ଏପରି ଶ୍ରୀ ସମ୍ପନ୍ନ ହୋଇ ଅଛି ତତ୍-ସମୁଦାୟ ବୌଦ୍ଧର୍ଯ୍ୟ ଜ୍ଞାନରୁ ପ୍ରସୂତ ।

(ଗ) ପୃଥିବୀରେ ଯେତେପ୍ରକାର ଦୁଃଖାର୍ଯ୍ୟ ଅନୁଷ୍ଠିତ ହେଉ ଅଛି, ତାହାର ଅସ୍ୱକାଂଶ ଯେ ଶ୍ରମ ବିହୀନ ଇନ୍ଦ୍ରିୟପରାୟଣ ବ୍ୟକ୍ତି-ମାନଙ୍କଦ୍ୱାରା ସମ୍ପାଦିତ ହେଉ ଅଛି, ଏସ୍ତରେ ଅଶ୍ରୁମାତ୍ର ସନ୍ନେହ ନାହିଁ ।

(ଘ) ଭରତବର୍ଷରେ ସେପରି ମାରାତ୍ମକ ଭୂମିକମ୍ପ ବରଳ, ଏବଂ ଅମ୍ବେମାନେ ସେପରି ମହାର୍ଯ୍ୟ ବହୁଦର୍ଶିତାର ଅଜାଣ୍ଣ ନୋହୁଁ ।

(ଙ) ଭୁବନବିଜୟୀ ସତ୍ୟର ଅଜେୟ ଶକ୍ତି ନିକଟରେ ସମସ୍ତେ ପ୍ରଣତ ହେବେ ଏବଂ ସର୍ବପ୍ରକାର ମିଥ୍ୟା କୁସଂସ୍କାର ଓ ଅମଙ୍ଗଳକୁ ବାସ୍ତବିକ ସାହସ ସହକାରେ ପାଦ ଦଳିତ କରିବେ ।

IV. ତଳ ଲିଖିତ ପଦମାନଙ୍କର ଅର୍ଥ ଲେଖ ।

ଅଧ୍ୟବସାୟ, ଅଧ୍ୟାୟିବର୍ଗ, ଧ୍ୱାନ୍ତହାତୀ, ଭୂଲକ୍ଷ୍ମୀ ସାପେକ୍ଷ, ମନସ୍ୱିକ୍ଷା, ପ୍ରତିହାତୀ, କୋକବଧୂ, କରକା, ଦାସେରକ, ତୌର୍ଯ୍ୟଦ୍ରୁକ ।

V. (କ) କୃଦନ୍ତ ଓ ତତ୍ସିତ ପ୍ରତ୍ୟୟ କାହାକୁ ବୋଲି ।
ଦିନ ଗୋଟି କୃଦନ୍ତ ପ୍ରତ୍ୟୟ ଓ ଦିନଗୋଟି ତତ୍ସିତ ପ୍ରତ୍ୟୟର ଉଦାହରଣ ପ୍ରୟୋଗ କରି ଦିନ ଗୋଟି ବାକ୍ୟା ରଚନା କର ।

(ଖ) “ୟୁସ୍ତୁଷ୍ଟିର ସ୍ୱର୍ଗାରୋହଣ କଲେ” ଏହି ବାକ୍ୟକୁ କରଣ କାଳକ, ଅପାଦାନ କାରକ, ଅସ୍ତକରଣ କାରକ ଓ ଅସମାପିକା କ୍ରିୟାର ପ୍ରୟୋଗଦ୍ୱାରା ବର୍ଣ୍ଣିତ କର ।

(ଗ) ସ୍ଥାନ, ମନ୍ତ୍ର, ଯୋଗ, ସୃଷ୍ଟି, ମତି, ଅବସର, ଉଦୟ, ଏହି ଶବ୍ଦମାନ କେଉଁ ଧାତୁରୁ କି କି ପ୍ରତ୍ୟୟ ଯୋଗେ ସିଦ୍ଧ ।

VI. “ଅଶା” କବିତାର ଭାବ ସଂକ୍ଷେପରେ ଓ ବିଶଦରୂପେ ଲେଖ ।

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

URIYA: TRANSLATION.

I. Translate into Uriya: [See Hindustani Translation paper, page 40.]

II. Translate into English:—

(କ) ଦେଉଳ ଉପର ନିଜ ରାଜ୍ୟପାଟ ।
ନବୋଦିତ ଦେଖି ଶବ୍ଦସମ୍ରାଟ ॥
ପାପୀରୁଦେ ପୁଣି ସର୍ବତ କନରେ ।
ଅଶ୍ରୁ ଉଜ୍ଜ୍ୱଳ ଯାଇ ତରତରେ ॥
ଧୂଳିଞ୍ଜିଟାରୁ ଯେନେ ଗଙ୍ଗାଜଳ ।
ଜୋହ୍ନପୁରୁର ପୁରୁଅଛି ଧରତଳ ॥
ବିଭସର ଜ୍ୟୋତ୍ସ୍ନା - ହାସିନୀ ଯାମିନୀ ।
ଶେତପ୍ୟୁ ପ୍ରାୟେ ଦିଶଇ ମେଦନୀ ॥
ହଲେ କାଠଯୋଡି ନାଳ ଜଳରାଶି ।
କୌରୁକେ ତନ୍ତ୍ରକା ତହିଁ ବୃତ୍ତେ ଭାସି ॥
କଉସୁର ସମ କରେ ହକମକ ।
ଛନ୍ଦି ବାଦିବକ୍ଷେ ତନ୍ତ୍ରମା ପଦକ ॥

ଜ୍ୟୋତ୍ସ୍ନା ବୋଲା ହୋଇ ଝଲୁଛି ସୈବତ ।

ଚିତ୍ର ପ୍ରାୟେ ଦୂରେ ଦଶୁଛି ପବତ ॥

ତରୁଣରେ ବସି ଚକୋର ଚକୋରା ।

ନରେ ବାଲୁଛନ୍ତି ସଙ୍ଗୀତ ଲହରୀ ॥

ଜ୍ୟୋତ୍ସ୍ନାମୃତ ସଙ୍ଗେ ପ୍ରେମା ମୃତ ପାନ ।

କରି କ୍ଷଣେ କ୍ଷଣେ ଧରୁଛନ୍ତି ତାନ ॥

ଦର୍ଶି ଦଗନ୍ତରେ ହୋଇ ଝଙ୍କାରିତ ।

ଚନ୍ଦ୍ରାଲୋକେ ମିଶି ଯାଉଛି ସେ ଗୀତ ॥

(୬) ଯେ ଇତାଲ୍ ଏକ ସମୟରେ ଅର୍ଦ୍ଧଜଗତର ଅଧୀ-
ଶ୍ଵର ସ୍ଥଳ ; ଯେ ଇତାଲ୍ ସିପିସ୍କୋ, ସାଜର, ପର୍ମି, ଗାରିବଲ୍ଡି
ବାରକେଶିମାନଙ୍କର ଜନ୍ମଭୂମି ; ଯେ ଇତାଲ୍ ଦେଶରେ ବର୍ଜିଲ,
ଦ'ନ୍ତେ, ତାସୋ, ପିତ୍ରାର୍କ କବିତ୍ଵାମଣିମାନେ ଜନ୍ମଗ୍ରହଣ କରି
ସ୍ଥଳେ ; ଯେ ଇତାଲ୍, ଗାଲିଲିସ୍କୋ, କୋପର୍ନିକସ, କଲମ୍ବସ
ପ୍ରଭୃତି ପ୍ରତିଭାଶାଳୀ ମହାତ୍ମାମାନଙ୍କର ଧାତ୍ରୀସ୍ଵରୂପ ; ଯେ ଇତାଲ୍
ଖ୍ରୀଷ୍ଟିୟାନ କାଥଲିକ ସଂପ୍ରଦାୟର ପ୍ରଭାବ ବିସ୍ତାର କରି ପ୍ରାୟ ସମସ୍ତ
ଇଉରୋପକୁ ସ୍ଵାୟତ୍ ପଦତଳରେ ରଖିଅଛି ; ଯହିଁରେ ସାଧାରଣତଃ
ଶାସନ ସବପ୍ରଥମେ ପ୍ରତିଷ୍ଠିତ ହୋଇ ରୋମ, ଜେନୋଆ, ଫ୍ଲରେନ୍ସ
ନଗରମାନଙ୍କୁ ଅତ୍ୟନ୍ତ ସମୃଦ୍ଧିଶାଳୀନ କରିଥିଲା, ସେହି ଇତାଲ୍‌ର
ପଶ୍ଚିମଭାଗରେ ଭୂମଧ୍ୟ ସାଗର ପରିବେଷ୍ଟିତ ନିତ୍ୟ ବସନ୍ତ ଲଲାମୟ
କର୍ଷିକା ନାମକ ଗୋଟିଏ ଦ୍ଵୀପ ଅଛି ।

(୭) ଇଷାର ଏକପ୍ରକାର ଅପବ୍ୟବହାର ପୂର୍ବେ ପ୍ରକାଶିତ
ହୋଇଅଛି—ତାହାର ନିଦର୍ଶନ ଅନୁମାନଙ୍କ ଦେଶରେ ସର୍ବତ୍ର
ରହିଅଛି । ବର୍ତ୍ତମାନ ଅମ୍ବେମାନେ ଆଉ ଏକପ୍ରକାର ଇଷାର

ଅପବ୍ୟବହାର ଦେଖାଇବୁଁ । ଏହା ପ୍ରଥମ ଶ୍ରେଣୀ ପରି ଦୃଶ୍ୟ ଓ ଲକ୍ଷାଙ୍ଗନକ ନ ହେଲେହେଁ ନିଜର କଥା ଏସ୍ତରେ ଯଥେଷ୍ଟ ଅଛି । ଅବିଷିତ ଲେକମାନେ ବ୍ୟାକରଣର ମୁକ୍ତ ଚର୍ଚ୍ଚା କରି ଯେପରି ଭାଷା ଅନେକ ସମୟରେ ବ୍ୟବହାର କରନ୍ତି, ବିଷିତ ନାମରେ ଯେଉଁମାନେ ପରିଚିତ, ସେମାନେ ଯେବେ ସେହିପରି କରିବେ ଏବଂ ମାଳମାଳ ବର୍ଣ୍ଣାଶୁଦ୍ଧି ଆପଣା ଲେଖା ମଧ୍ୟରେ ରଖିବେ, ତେବେ ଭାଷାର ସ୍ୱବ୍ୟବହାର ଆଉ କିଏ କରିବ ? ଏସ୍ତର ନିଦର୍ଶନ କଟେରୀମାନଙ୍କର ସ୍ଥିରପ୍ରାର ଭାଷା । ସାଧାରଣତଃ ଲେକକର ବିଶ୍ୱାସ ଯେ କଟେରୀକ ଗଲେ ଆଉ କୌଣସି ବକ୍ତା ନିୟମ ମାନ ଚଳିବା ଆବଶ୍ୟକ ହୁଏ ନାହିଁ । କୌଣସି ପ୍ରକାରେ ଅର୍ଥ ପ୍ରକାଶ ପାଇ ସବୁ, ଏହିପରି ଭାଷା ବ୍ୟବହାର କରିପାରିଲେ ପାଠ ସରିଗଲା । ଲେଖିଲେବେଳେ ଯେ ବର୍ଣ୍ଣାଶୁଦ୍ଧି ପରିହାର କରିବା ପକ୍ଷରେ ବିଶେଷ ହିଞ୍ଜି ଦେବାକୁ ହେବ ଏକଥା କାହାର ମନରେ ଉଦ୍‌ବିତ ହୁଏ ନାହିଁ । ଅମୃତମାନଙ୍କ ମତରେ ଏହା ଯେ କୌଣସି ଜାତି ପକ୍ଷରେ ଘୋର-କଲଙ୍କର କଥା ।

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
FRENCH: TEXT-BOOKS AND GRAMMAR.

I. 1. Mark the accents in the following words :—piece, mède-
cin, mache (in *papier mache*), meme, voila, etc, surement, deja,
Sacre-Cœur, lacher. 2. Explain the part played by accent in deter-
mining the senses of certain words, and illustrate your answer by
referring to the following words :—a, des, la, cru.

II. 1. What is the gender of :—bras, genou, tête, vice, statisti-
que, blasphème, épithète, soupir, spectacle, trimestre, voix, logis,
ouvrage, noeud, stratagème, étable, fin, aventure, moisson, marché.
2. Write down the feminine of :—marchand, lion, âne, voyageur,
chanteur, demandeur, chat, poulet.

III. 1. How do French nouns in *al*, *ail*, *eau*, form the plural ?
Mention any exceptions to the general rule. 2. Re-write the follow-

ing, replacing the singular in every case by the plural, as far as is permissible:—(a) Il suivit sa courageuse résolution, il y fut fidèle et, trois mois après, c'était un autre homme. (b) Un vieux général, suivi de son état-major, arrivait au galop. Il arrêta son cheval, ôta son képi doré, l'agita joyeusement et s'écria: Bravo!

IV. Write down the 1st person singular of the present Indicative, of the *passé défini*, of the future present Indicative and of the present subjunctive, and also the present participle of:—assis, perdu, devenu, connu, devait, disait, fouillez, rendre, revoir, tient.

V. 1. Explain the following phrases:—(a) Nous l'appelons La-Soif et il n'a pas volé son surnom. (b) Huit jours de salle de police. (c) Salle d'attente. (d) Je vous materai, mon cher. (e) Un fripier militaire. (f) Quels yeux battus! Elle passa la nuit, bien sûr. (g) Mettre du blanc à son procédé. (h) Je vous aurais couchée sur mon testament.

2. Explain the allusions in:—lit de justice, par bénéfice d'inventaire, la barbe de Polyphème, songer à l'hyménée, le Phaéton d'une voiture.

VI. Translate into French:—1. It would be better for me perhaps to entrust the cooking to the little one. 2. Is the landlady related to you? 3. The matter concerns you as well as me. 4. To speak the truth, he was rather prepared for this request. 5. Are you hungry or thirsty? No, it is very cold, and I should like to have something to wrap myself in. 6. At this moment Jean-François heard the familiar steps of Savinien, as the latter slowly mounted the staircase.

VII. Supply the prepositions in the following:—

1. Mon seul regret, c'est—te tromper—mon compte.
2. Il sorra brusquement Savinien—sa poitrine.
3. Aujourd'hui il est—Cayenne, condamné—perpétuëlé.
4. Ce sera moins dur—moi que—toi
5. Ils arrivèrent—un pré

Tout bordé—ruisseaux,—fleurs tout diapré.

VIII. Correct the mistakes, if any, in the following:—1. Je suis irrité avec vous. 2. Il fut reconnaissant de ce service. 3. Un père est indulgent à son fils. 4. Nous sommes peïnés pour cette perte. 5. Je suis plus fatigué que vous pensez. 6. S'il viendrait, il serait heureux.

IX. Write in your own words in the French the fable entitled "*L'âne et le petit chien.*"

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. 1. Translate into English:—

Le long d'un clair ruisseau buvait une colombe,
Quand sur l'eau se penchant une fourmis y tombe;
Et dans cet océan l'on eût vu la fourmis
S'efforcer, mais en vain, de regagner la rive.

La colombe aussitôt usa de charité :
 Un brin d'herbe dans l'eau par elle étant jeté,
 Ce fut un promontoire où la fourmis arrive.
 Elle se sauve. Et là dessus
 Passe un certain croquant qui marchait les pieds nus :
 Ce croquant, par hasard avait une arbalète.
 Dès qu'il voit l'oiseau de Vénus,
 Il le croit en son pot, et déjà lui fait fête.
 Tandis qu'à le tuer mon villageois s'apprête,
 La fourmis le pique au talon.
 Le vilain retourne la tête :
 La colombe l'entend, part, et tire de long.
 Le souper du croquant avec elle s'envole
 Point de pigeon pour une obole :

2. Les voilà ! hurla tout à coup l'avare victorieux. Les voilà mes louis, mon cher trésor ! Et dans le gilet des dimanches de ce petit hypocrite de Limousin. Voyez, patron ! ils sont bien comme je vous ai dit. Voilà le Napoléon, et l'homme à la queue, et le Philippe que j'ai mordu. Regardez l'encoche. Ah ! le scélérat ! faudra qu'il aille au baigne.

En ce moment, Jean-François entendit le pas bien connu de Savinien qui montait lentement l'escalier.

"Il va se trahir, pensa-t-il. Trois étages. J'ai le temps."

Et, poussant la porte, il entra, pâle comme un mort, dans la chambre, où il vit l'hôtelier et la bonne stupéfaite, dans un coin, et l'Auvergnat à genoux parmi les hardes en désordre, qui baisait amoureusement ses pièces d'or.

"En voilà assez, fit-il d'une voix sourde. C'est moi qui ai pris l'argent et qui l'ai mis dans la malle du camarade. Mais c'est trop dégoûtant. Je suis un voleur et non pas un Judas. Allez chercher la police. Je ne me sauverai pas. Seulement il faut que je dise un mot en particulier à Savinien que voilà."

Le petit Limousin venait en effet d'arriver, et, voyant son crime découvert, se croyant perdu, il restait là, les yeux fixes, les bras ballants.

(Not from Text-Books).

II. Translate into English :—

1. Aujourd'hui, par suite de la division de la propriété, il y a en France beaucoup de régions où la plupart des habitants de la campagne possèdent une maison, si modeste qu'elle soit, et un champ qu'ils cultivent de leurs mains. Sans doute leur vie est aborieuse, plus laborieuse même que celle du simple ouvrier ; mais leur nourriture est assurée, ils goûtent cette satisfaction à laquelle nul n'est indifférent, de reporter leurs yeux sur ce qui leur appartient et de chercher à l'augmenter par l'économie pour le transmettre à leurs enfants. Quant aux ouvriers qui vivent du travail fait pour les propriétaires du sol, ils supportent, il est vrai, de rudes fatigues, ils sont soumis à cette loi du Créateur qui a condamné l'homme à manger son pain à la sueur de son front ; mais peut-on

contester qu'il soit moins pénible pour eux de diriger une charrue ou de creuser un fossé que de passer le jour, souvent la nuit au milieu des feux et de l'odeur infecte d'une usine ?

2. En ville, on a la fièvre, on s'agite sans trêve ;
Aux champs, l'œuvre du jour s'arrête avec la nuit ;
En ville, on risque tout, sans atteindre son rêve ;
Aux champs, semez un grain, vous en cueillez le fruit.

3. La franchise ne consiste pas à dire tout ce que l'on pense, mais à penser tout ce que l'on dit.

III. Translate into French :—

A hundred and fifty years ago, when the Indians were spread over the greater part of North America, and fighting between them and the European settlers was going on, a party of four white men had to pass through a great forest. The leader of the party was an old hunter, who having spent many years in the woods, knew all the ways of the Indians. The other three were a farmer, a soldier and a sailor.

They walked one after the other, the hunter going first, with swift silent tread, his body bent forward, his gun in the bend of his arm, and his keen dark eyes turning to right and left, seeing the tiniest mark upon the ground or tree trunk, and the slightest movement of beast or bird.

They went on all the morning without a sign of Indians ; but towards the middle of the afternoon, the hunter heard the frightened flutter of a jay behind him. Ten minutes later he heard the same thing. Then he dropped upon his knees and stooped his ear to the ground. He rose, shook his head and walked on with a grave face, casting quick little glances into the shadows.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
ARITHMETIC.

N.B.—(1) *Answers in money must be stated in Rs. a. p. or £ s. d. as the case may be, and not as fractions of Re.1 or £ 1.*
(2) *Except in the case of Question I. the process by which each result is obtained must be given in full.*

I. The following table shown the gross earnings and the working expenses of the Madras Railway for the five years ending with 1899 :—

| Year. | Gross Earnings. | Working Expenses. |
|-------|-----------------|-------------------|
| | Rs. | Rs. |
| 1895 | 11353713 | 5408603 |
| 1896 | 11096897 | 5638124 |
| 1897 | 11465314 | 5463126 |
| 1898 | 10720483 | 5218578 |
| 1899 | 10545071 | 5495340 |

Write down (a) the gross earnings for these five years, (b) the working expenses for the same period, (c) the net earnings for each of the years 1895, 1897, 1899. [*The figures in the table need not be copied out.*]

II. Reduce to its simplest term the expression :—

$$\frac{\frac{4}{7} - \frac{2}{3} + \frac{1}{5} - \frac{2}{3}}{\frac{2}{3} - \frac{4}{7} + \frac{1}{5} - \frac{2}{3}} \times \frac{\frac{1}{3} + \frac{1}{10} - \frac{2}{3}}{\frac{1}{3} + \frac{1}{11} - \frac{1}{5}}$$

III. Find the value of .011890625 of Rs. 333 5 as. 4 p.; and, given that 1 tola = 180 grains, express one pound avoirdupois as the decimal of an imperial maund.

IV. Find by any method the cost of making a railway 79 miles 7 fur. 32 p. 5 yds. long, at Rs. 95395 3 as. 4 p. per mile.

V. A certain number of men, half as many women, and twice as many boys, were employed to make a tank bund. The men worked 10 hours a day, the women 8 hours, and the boys 5 hours; and all working together finished the bund in 28 days. If each man did in 3 hours as much work as each woman did in 4, and each woman did in 2 hours as much as each boy did in 3, and if the bund could have been made in 42 days by 156 men working 10 hours a day, find how many men, women, and children were actually employed on it.

VI. Find to the nearest anna the amount of Rs. 5627 3 as. for three years at $3\frac{1}{2}$ per cent. per annum, compound interest.

VII. A tradesman having purchased a bankrupt's stock at an average reduction of $33\frac{1}{3}$ per cent. on the marked prices, sold one half of the stock at a reduction of ten per cent., one-third at a reduction of 20 per cent., and the remainder at a reduction of 50 per cent., on the marked prices. If the expenses of the sale amounted to $7\frac{1}{2}$ per cent. of the receipts, what was the tradesman's gain per cent. on the price he paid for the stock?

VIII. The capital of a certain manufacturing concern is fifty lakhs of rupees in shares of Rs. 50 each, fully paid up. In a certain year the cost of raw materials amounted to 15.25 lakhs of rupees, while wages and other expenses amounted to 56 per cent. of the cost of the raw materials. If the gross value of the goods manufactured during the year was 27.75 lakhs, and if $2\frac{1}{2}$ per cent. of the net profits was added to the reserve fund, what rate of interest did a shareholder receive who bought shares at the beginning of the year at the rate of Rs. 71 8 as. per share?

IX. On the first January, 1892, the population of a certain town was 465,750, and there were 1025 females to every 1000 males. If in the next ten years the female population increased at the rate of 12.8 per cent., and the male population at the rate of 10.5 per cent., what was the population of the town on the first of January, 1902?

X. When exchange between Madras and Berlin was at the rate of 1.32 marks per rupee, a merchant in Madras, who owed 6591.75 marks to a merchant in Berlin, instructed his agent in London to remit a bill on Berlin for that amount. The agent remitted the bill

when exchange was at the rate of 20.68 marks per pound sterling, and the merchant in Madras sent him a bill on London for the cost of it. If by remitting in this way instead of direct, the latter saved Rs. 193 12 as., find the rate per rupee at which he bought the bill on London.

XI. Find the square root of 865059.44054761 to four places of decimals. [*The remainder must be written down.*]

WEDNESDAY, 3RD DECEMBER, 2 TO 4 P.M.

GEOMETRY.

N.B.—*Figures must be carefully and neatly drawn.*

I. If a point O be taken within a triangle ABC , prove (1) that the straight lines BO , OC are together less, but contain a greater angle, than the sides BA , AC ; (2) that the sum of the straight lines OA , OB , OC is less than the perimeter of the triangle ABC but greater than half the perimeter.

II. If the square described on one side of a triangle is equal to the sum of the squares described on the other two sides, prove that the angle contained by these two sides is a right angle.

III. ABC is an isosceles triangle having the angle A a right angle, and D a point in CB produced.

If $AD^2 = DB^2 + 3BA^2$, prove that DB is equal to BC .

IV. AB is a straight line, C the middle point of AB , and D any point in AB produced. Prove that the squares on AD and DB are together equal to twice the squares on AC and CD .

A straight line EF is divided into any two parts at G , and H and K are the middle points of EG and GF respectively. Prove that the square on EK together with three times the square on FK is equal to the square on FH together with three times the square on EH .

V. Prove that in a right angled triangle the line drawn from the right angle to the middle point of the hypotenuse is half the hypotenuse.

BQ , CR , are drawn perpendicular to the sides AC , AB of the triangle ABC , and meet in P . Prove that QR meets the line joining the middle points of AP and BC at right angles.

VI. Give, without proof, the construction for

(1) describing on a given straight line a segment of a circle containing an angle equal to a given angle;

(2) describing a triangle when the base, the altitude, and the vertical angle are given.

VII. Prove that if two straight lines intersect within a circle, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

THURSDAY, 4TH DECEMBER, 10 A.M. TO 12 NOON.

ALGEBRA.

I. (1) Find the numerical value of

$$\frac{1-x}{1-x+x^2} + \frac{1+x}{1+x+x^2} \text{ when } x = \sqrt{3}$$

(2) Multiply $6 - 6x + 3x^2 - x^3$ by $1 + x + \frac{x^2}{2} + \frac{x^3}{6}$

(3) Divide $2(x+2a)^4 - (x-4a)^4 + 648a^3x$ by $x^2 - 2ax + 28a^2$.

II. Find (1) the L.C.M. of $x^3 - 3x + 2$, $x^2(x^2 - 1)$, $x^4 - 12x^2 - 16x$.

(2) the H.C.F. of $8x^3 + 6x^2 - 12x - 9$ and $24x^4 - 20x^2 - 24$.

III. If $x = a(c^2 + b^2)$, $y = b(c^2 + a^2)$, $z = (a+b)(c^2 - ab)$, prove that $(x+y+z)(y+z-x)(z+x-y)(x+y-z)$ is a perfect square.

IV. If $2s = a + b + c$ prove that

$$s \{ (s-b)(s-c) + (s-c)(s-a) + (s-a)(s-b) \} = (s-a)(s-b)(s-c) + abc.$$

V. Solve the equations

$$(1) \frac{(2x+3)(x-1)}{x+1} + \frac{(5x-6)(x+1)}{x-2} = \frac{(7x-2)(7x+1)}{7x-9}$$

$$(2) \frac{2x+3y}{2} + \frac{3x-2y}{3} = 3\frac{1}{2}; \quad \frac{2x+3y}{3} - \frac{3x+2y}{4} = 1\frac{1}{2}.$$

(3) $345x^2 - 31x = 3290$.

VI. A column of infantry, $\frac{1}{2}$ mile long, is marching at the rate of 4 miles an hour. Two mounted men start from the front and rear of the column respectively, and riding at the same rate, meet at a point 616 yards from the front of the column. What is their rate of riding, and how long will they take to reach the rear and the front of the column respectively?

THURSDAY, 4TH DECEMBER, 1 TO 3 P.M.

PHYSICS.

I. A solid cube of wood, a hollow cube of iron, and a solid cube of iron, (all three objects of the same size) are placed in water—whereas the first will float, the second may float and the third will sink. Explain why this is so.

II. What is meant by *energy*? Two exactly similar cannon balls are fired directly at a piece of armour plate and pierce it to a depth of six and nine inches respectively. Compare the velocities of the two cannon balls.

III. Describe the Bramah press and state the properties of liquids upon which its action depends.

IV. Explain carefully how a mercurial thermometer is graduated.

V. Distinguish between a musical sound and a noise. Explain how the number of vibrations per second corresponding to a particular note may be found.

VI. (a) Some ice at 20°F is pounded and placed in a beaker and the beaker is placed in a vessel containing hot water. The pounded ice is stirred by means of a graduated glass thermometer. Describe carefully what takes place. (b) 1 lb. of ice at 32°F is put into a vessel A containing 10 lbs. of water at 65°F ; and one lb. of water at 32°F is poured into a vessel B containing 10 lbs. of water at 65°F . Describe carefully what happens in these two cases, supposing the vessels A and B neither to lose nor gain heat.

VII. Describe an experiment proving that white light is compound.

VIII. Explain the action of a lightning conductor.

IX. Describe the construction and action of a Grove's cell. In what way is it superior to the single cell of Volta and why?

THURSDAY, 4TH DECEMBER, 3-10 TO 5-10 P.M.

CHEMISTRY.

I. 1. Explain the terms hardness and softness as applied to water. 2. What are the different kinds of hardness and how are they caused? 3. What kind of hardness can be removed and how? 4. Describe clearly the method of testing a water in order to ascertain whether it is hard or soft.

II. Describe the experiments by which it can be shown that (1) chlorine has bleaching properties, (2) vegetable matter contains carbon, (3) metals become heavier by oxidation. Mention, without describing, the experiments which you have seen performed to show (4) the decomposition of water, (5) the formation of water; and in each case state what the experiment teaches as to the composition of water.

III. How do we know (1) that the composition of chalk is quicklime and carbonic acid; and (2) that it is a compound and not a mixture of these constituents?

IV. Draw up a list of the more important elements, classifying them into metals and non-metals. Mention the properties of elements to which the term metallic is applied. Point out the differences which you have noticed between any oxides of non-metals and those of metals.

V. Describe all the changes which occur and name all the compounds formed when (1) black oxide of copper is heated in a stream of hydrogen, (2) a piece of a silver coin is warmed with nitric acid, (3) water is poured over quicklime, (4) powdered antimony is thrown into chlorine.

VI. What is "fire damp," and under what circumstances does it cause an explosion? Why are people suffocated by the air in a

coal mine immediately after such an explosion? Explain the principle of Davy's safety lamp.

VII. Describe the appearances, the preparation, and the uses of each of the following substances:—Glauber salts, bone ash, copper oxide, sodium amalgam, red oxide of mercury. By means of the last two substances illustrate the statement that "chemical combination takes place most readily between those bodies which least resemble one another."

FRIDAY, 5TH DECEMBER, 10 A.M. TO 12-30 P.M.

HISTORY, ADMINISTRATION, AND GEOGRAPHY OF INDIA.

I. 1. Indicate roughly the direction a person would follow if he were to walk from Simla to Cape Comorin without crossing a river. 2. Name, in order, five tributaries entering the Ganges on its left bank. 3. Give the position of the following, and mention a fact about each:—Cheerapoonjee, Nasik, Srinagar, Aurangabad, Moorshedabad, Amarkot, Chunar, Kandahar, Mandalay, Parasnath, Dodabetta, Aryavarta, The North-West Frontier Province, Newera Eliya, Khandesh.

II. With reference to India answer the following questions:—

(a) *Iron*. Where is it found? What are the drawbacks to its production on a large scale?

(b) *Jute*. What is it? Where is it manufactured? In what form is it exported?

(c) *Lac*. What is it? To what uses is it put?

(d) *Cinchona*. What is it? Where is it cultivated in the Madras Presidency? Is it indigenous to India?

(e) *Cotton*. In what districts of this Presidency is it grown? How is Madras cotton inferior to American cotton? How was its production affected by the American Civil War?

III. Name six non-Aryan hill or jungle tribes in India at the present day, stating the districts where they live and giving some account of any one of them.

IV. What were the doctrines taught by Buddha? How did Asoka encourage Buddhism?

V. Give a brief summary of the three Burmese Wars, with dates, and state the acquisition of territory made after each.

VI. Write notes on the following:—(a) The importance of the capture and defence of Arcot. (b) The Subsidiary System. (c) The policy of keeping Afghanistan independent. (d) The Ryotwari system of Madras. (e) The doctrine of Lapsee.

VII. What are the departments into which the supreme Government of India is divided, and what are the chief duties of each?

FRIDAY, 5TH DECEMBER, 2 TO 4-30 P.M.

HISTORY OF ENGLAND AND GENERAL GEOGRAPHY.

I. What is meant by the Reformation in England? Trace its course during the reigns of Henry VIII. and his children.

II. Give a brief outline of the reign of James II., showing clearly what causes led to his fall.

III. Give a short account of the "War of American Independence." What were the underlying causes of the war? What lesson did England learn from it?

IV. What do you know about the Reform Bills?

V. Write brief notes, giving dates and describing their geographical position, upon the following places:—Flodden, Londonderry, Utrecht, Aboukir Bay, Inkerman, Omdurman.

VI. 1. When it is 12 noon at Greenwich, what is the time at a place 90° East? 2. Show by illustration from any Indian rivers the effect that rivers have upon the Earth's surface. 3. How do ocean currents affect the climate of a country? Illustrate from a current in the Pacific Ocean.

VII. 1. Draw a map of South Africa south of the Zambesi, and insert the chief political divisions, two rivers, two mountain ranges, three seaport towns, 2. Where are the following places, and how does their position give importance to them:—Sydney, Malta, Montreal, Glasgow, Constantinople, Hongkong, Buenos Ayres, Toulon?

FIRST EXAMINATION IN ARTS, 1902.

MONDAY, 1ST DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH: TEXT-BOOKS.

I. Draw out the main points in the character of Henry V. as represented by Shakespeare.

II. 1. What essential dramatic features does *Henry V.* lack?
2. Explain the necessity for and functions of the chorus in this play.

III. 1. Paraphrase:—

Either our history shall with full mouth
Speak freely of our acts, or else our grave,
Like Turkish mute, shall have a tongueless mouth,
Not worshipp'd with a waxen epitaph.

2. Explain with reference to the context:—

Thus may we gather honey from the weed,
And make a moral of the devil himself.

3. Annotate:—

But, like a lackey, from the rise to set
Sweats in the eye of Phoebus, and all night
Sleeps in Elysium.

4. Write grammatical notes on :—

(a) The gentlest gamester is the soonest winner.

(b) I was not angry since I came to France
Until this instant.

(c) What's to say ?

(d) Let us condole this knight.

IV. What are the leading characteristics of style that distinguish each of the poems : *Dora*, *A Dream of Fair Women*, and *Morte D'Arthur* ?

V. 1. Give the meaning of the following stanza, and show how its effect has been heightened by devices of style :—

The high masts flicker'd as they lay afloat ;
The crowds, the temples, waver'd, and the shore ;
The bright death quiver'd at the victim's throat ;
Touch'd ; and I knew no more.

2. Paraphrase :—

Authority forgets a dying king,
Laid widow'd of the power in his eye
That bow'd the will.

3. Explain the following :—Never more darken my doors ; my mailed Bacchus ; the far-renowned brides of ancient song ; streamer of the Northern morn ; the withered moon.

VI. Give in your own words the two similes which describe the effect produced on the Tartar and Persian hosts respectively, by Peran-Wiss's challenge.

VII. 1. Give the meaning of the following lines in your own words :—

For we are all, like swimmers in the sea,
Poised on the top of a huge wave of fate,
Which hangs uncertain to which side to fall

2. Explain :—When the frost flowers the whitened window panes ; never more shall the lake glass her ; a fragrant tower of purple bloom ; the shorn and parcelled Oxus.

VIII. Scan the following :—

Why so didst thou ; seem they grave and learned.
But God be thanked for prevention.
And so strode back slow to the wounded king.
Muttering and murmuring at his ear, Quick, quick !

IX. Give some account of Cicero's views as to the qualifications necessary for a public speaker. Describe his own oratorical methods.

X. 1. 'Cicero's conduct and motives at this eventful crisis (*the struggle between Pompey and Caesar*) have been discussed over and over again !' Give a brief account of the conduct referred to, and the nature of the discussions to which it gave rise. 2. (a) Explain and illustrate :—Fame to the Roman, even more than to us, was "the last infirmity of noble minds." It was so in a special degree with Cicero. (b) Explain :—If the right be always the expedient, the opposition is seeming, not real,

XI. 1. "The Highlands are what they call pacified." What did Alan mean by these words? Explain clearly the nature of the danger to which he was exposing himself by setting foot in the Highlands. 2. "Alan," said I, "I'll not say it's the good Christianity as I understand it, but it's good enough." Narrate the circumstances (immediately after the murder of the 'Red Fox') which led to this remark. How had Alan; in David's opinion, fallen short of 'the good Christianity'?

XII. 1. How did the quarrel arise between Alan Breck and Robin Oig, and how was it settled? 2. Explain with reference to the context:—(a) There's many a man hoeing tobacco over-seas that should be mounting his horse at his own door at home. (b) King George is to whistle for his rents; he maun dow with less, he can spread his butter thinner; what cares Red Colin?

MONDAY, 1ST DECEMBER, 2 TO 5 P.M.

ENGLISH LANGUAGE.

I. Parse the italicised words in the following passages:—

- (a) Yet know,—my master, God omnipotent,
Is mustering in his clouds, on our behalf,
Armies of pestilence; and they shall strike
Your children yet *unborn*, and unbegot,
That lift your vassal hands against my head,
And *threat* the glory of my precious crown.
- (b) Ah! this thou should'st have done,
And not have spoke on't! In me, 'tis villany;
In thee, it *had been* good service. Thou must know,
'Tis not my profit that does lead mine honour;
Mine honour, *it*. Repent, that e'er thy tongue
Hath so betrayed thine act. *Being done* unknown,
I should have found it afterwards well done;
But must condemn it now.

II. 1. Explain the difference in meaning between *luxurious* and *luxuriant*, *adopt* and *adapt*, *scene* and *scenery*, *language* and *dialect*; and introduce each pair into a compound or complex sentence. 2. Give the figurative meaning of the following phrases and introduce each of them appropriately into a complex sentence:—to stand in one's own light, to build castles in the air, to blink facts, to win one's spurs.

III. Analyse the following passage into clauses, writing out each clause *in full*, and stating its character and construction:—

Our voluntary service he requires,
Not our necessitated; such with him
Finds no acceptance, nor can find; for how
Can hearts, not free, be try'd whether they serve
Willing or no, who will but what they must
By destiny, and can no other choose?

Myself and all th' angelic host, that stand
In sight of God enthron'd, our happy state
Hold, as you yours, while our obedience holds.

IV. Write the following in indirect speech as if reported subsequently by the Countess :—

Duchess (to the Countess) Who was here, sister? I heard some one talking,
And passionately too.

Countess. Nay! There was no one.

Duchess. I am grown so timorous, every trifling noise
Scatters my spirits, and announces to me
The footstep of some messenger of evil.
And can you tell me, sister, what the event is?
Will he agree to do the Emperor's pleasure,
And send th' horse regiments to the Cardinal?
Tell me, has he dismissed Von Questenberg
With a favourable answer?

Countess. No, he has not.

Duchess. Alas! then all is lost! I see it coming,
The worst that can come! Yes, they will depose him.

V. 1. Divide the following lines into feet, and mark both the accented and the unaccented syllables :—

- (a) And constancy lives in realms above;
And life is thorny; and youth is vain.
- (b) "Strange, by my faith!" the Hermit said,
"And they answered not our cheer!"
- (c) There was turning of keys, and creaking of locks,
As he took forth a bait from his iron box.

2. Write, with punctuation, the following as three complete lines of blank verse without altering the order of the words :—
O do it not I pray thee do it not there is a pure and noble soul
within thee knows not of this unblest unlucky doing. 3. Mark distinctly the accented syllables of the following words :—advantageous, apparatus, career, development, magnificent, successful.

VI. 1. Expand into fully expressed similes :—(a) He was the ivy which hid my princely trunk and sucked the verdure out. (b) The curfew tolls the knell of parting day.

2. Point out and name, with reasons, the figures contained in the following passages :—

- (a) But the sound of the church-going bell
These valleys and rocks never heard,
Never sighed at the sound of a knell,
Or smiled when a Sabbath appeared.

(b) One of the shepherds who came to my assistance was a perfect Hercules, and when he heard that my assailants had been kind enough to relieve me of some of my baggage he at once started in pursuit.

3. Write in unfigurative language :—(a) To sit as a passive bucket and be pumped into, whether you consent or not, can in the long run be exhilarating to no creature ; how eloquent soever the flood of utterance that is descending.

(b) And we say that repose has fled
For ever the course of the river of Time,
That cities will crowd to its edge
In a blacker, incessanter line.

VII. Point out the mistakes in the following sentences, and write out the sentences making the necessary corrections :—(a) In Shensstone's opinion sonnet which has an artificial arrangement would appear as an unnatural and unsuitable garb for elegiac composition ; if so, the elegiac sonnets of Ben Jonson and Milton should be thrown out of the pale, however they may be elegiac in tone. (b) In conclusion he thanked his audience for being so kind enough as to listen patiently to his speech, and sat down by saying that he had only spoken about a few points of the greatest importance, and which his previous speakers had omitted to refer.

VIII. Write out the following carefully punctuated :—Sir he said no man but my mother's brother dared to have used such language in my presence and I pray you will observe that I consider it as neither hospitable handsome kind nor generous usage towards your guest and your kinsman my ancestors Mr. Oldbuck were great and gallant chiefs I dare say Hector and really I did not mean to give you such immense offence but you are as hot and hasty as if you were Hector and Achilles and Agamemnon to boot I am sorry I expressed myself so hastily uncle especially to you who have been so generous and good but my ancestors no more about it lad I meant them no affront none I am glad of it sir for the house of M'Intyre peace be with them all every man of them said the Antiquary but to return to our subject do you recollect I say any of those poems which afforded you such amusement very hard this thought M'Intyre that he will speak with such glee of everything which is ancient excepting my family.

TUESDAY, 2ND DECEMBER, 10 TO 11-30 A.M.

ENGLISH : COMPOSITION.

Write an essay on " Flattery—and the evil it does."

TUESDAY, 2ND DECEMBER, 11-45 A.M. TO 1-15 P.M.

(FOURTH PAPER IN ENGLISH.)

SANSKRIT.

Translate into English :—

पुरा किल ऋचीको नाम मुनिवरः जमदग्निनामानं तन-
यमात्मनः पत्न्यां सत्यवत्यामुद्पादयत् । जमदग्निश्च धर्मात्मा शैशवे

वेदाम्यासरतः क्रमेण चतुस्सागरोपमान् चतुरोऽपि वेदान् साङ्गो-
पाङ्गमध्यैष्ट । योवने च परिणीतायां रेणुकायां पंच पुत्रानजन-
यत् । तेषु यविष्ठः परशुराम एवातीव शूरो बभूव । अथ कदा-
चित् रेणुका स्नानार्थमनतिदूरे प्रवहन्तीं नदीमवतीर्णां प्रवाहे
विहरद्बन्धर्वयुगलमपश्यत् । तादृशस्य तरयावलीकनादननुरूपेण
संकल्पशतेनाकुलितचित्ता गृहं न्यवर्तत । जमदग्निश्च तां सदा-
चारविहीनां विज्ञाय क्रोधान्वस्तस्याश्रीर्पच्छेदाय पंचापि पुत्राना-
दिशत् । तेष्वद्याश्चत्वारस्तदृशं कर्म कर्तुं नैवोत्सीहिरे । पंचमः
परशुरामस्तु पितुराज्ञाभङ्गभीरुः स्वीयेन परशुना मातरं शिशोही-
नामकार्षीत् । अथानेन कर्मणा मुदितो जमदग्निः परशुरामं वरं
वृणोऽवेत्यवोचत् । परशुरामश्च स्नेहार्द्रहृदयो जननी मे प्राणैस्सं-
युज्यतामिति गुरुं प्रार्थयत् । तथा भवत्विति तदादेशसमनन्तर-
मेव मातरमासादितप्राणामदर्शत् । ततो जमदग्निस्तनयं प्रत्युत्पन्न-
मतिं भृशमभ्यनन्दत् । अथ काले गते कार्तवीर्यो नाम नरप-
तिः जमदग्नेराश्रमं प्रविश्य तस्य होमधेनुं बलादपजहार । इमं
वृत्तान्तं जनकमुखादाकर्ण्य जामदग्नयः कार्तवीर्यं बद्धवैरतं युद्धे
जघान । पितृवधोद्दीपितकोपानलाः कार्तवीर्यस्य कुमाराः परशु-
रामस्याश्रमं प्राप्य तस्मिन्नसंनिहिते वृद्धं जमदग्निं गतासुमकुर्वन् ।
जामदग्न्यस्तातं तथा व्यापादितं विलोक्य कोपविस्फारितलोचनः
क्षत्रकुलमशेषमन्मूलयिष्यामीति प्रतिज्ञाय तिरस्त वारान् युद्धाय
सन्नद्ध महीं निःश्रुतियां विदधे । स च पश्चात् इक्ष्वाकुवंशम-

गिना नृपाणां ककुदेन षोडशवर्षमात्रेण बालेन दाशरथिना रामेण
लीलयाजीयत ॥

LATIN.

Translate into English :—

Fidoles amici praecipue in rebus adversis cognoscuntur; quid-
quid enim tunc praestatur boni officii, totum a sincera benevolentia
proficiscitur. At qui fortunatum amicum colit, is magis causa sua
adulari, quam vere diligere, potest videri. Ideo libenter servat
posteritas nomina eorum qui amicis in adversis casibus fideles per-
manserunt, vix autem meminit eorum qui amicos opibus florentes
coluere. Nemo de Sardanapali, regis effeminatissimi, familiaribus
loquitur: at vero Orestes paene notior est propter Pyladem ami-
cum, quam propter Agamemnonem patrem. Nec mirum: siquidem
illorum amicitia, si qua tamen fuit, nihil aliud fuit nisi hominum
luxuriae deditorum turpis consortio; horum vero in maxime aspera
conditione enituit, et immortalē apud posteros famam est adepti.
Quid enim celebratum magis quam illa Pyladis atque Orestis coram
rege Thoante contentio, quum ambo inter se certarent uter pro
altero moreretur? Qui clamores, qui plausus nuper excitati sunt in
theatro, in M. Pacuvii nova fabula, quum, ignorante rege uter eorum
esset Orestes—is enim capite damnatus erat—, Pylades Orestem se
esse diceret, ut pro illo necaretur: Orestes autem, ita ut erat,
Orestem se esse profiteretur.

ARABIC.

Translate into English :—

اخبر بعض الفضلاء ان رجلا كان ينزل بنهر المهدي
وكانت عليه نعمة فزالت ولم يقدر علي شيء فمطر
الناس ثلاثة ايام متتابة فبقي في منزله لا يقدر علي
الخروج فاضر به ذلك وبلغ اليه الجوع والي عياله فلما
كان في اخر الليل جاء اليه بديل بقصة له ليرهنها عنده
في خبز - فانتهره البديل وقال ما اصنع بها واي ان
يعطيه عليها متعيا - قال فعاد الي منزله مغموما لا حيلة

له فرفع يده الي السماء وقال اللهم مَنِّ اليّ في هذه
 الليلة عبدا من عبادك تحبه يفرج عني ما انا فيه فما
 شعر الا و الباب يدق فخرج فاذا رجل علي حمار قد
 حف به خدّم فقال له كم عيالك قال كذا وكذا فاعطاه
 كيسا قدران فيه خمسة الاف درهم - فقال الصديق
 الذي استجاب دعائي وفرج عني كربّي - فقال له وما
 كان دعاؤك فاخبره الخبر بفعل البقال وما دعا الله
 عز وجل به فاستغفله الله دجا بهذا الدعاء فحلف له فامر
 له بمائة الف درهم قال - فسئلت بعض اولئك الخدم
 عنه لاعلم هل يقدر الرجل علي ما امرني به ام لا - فقال
 هو الفضل بن يحيى بن خالد البرمكي فسكت لذلك و
 انصرف الي منزلي فلما اصبحت مضيت الي قهرمانه
 فقبضت منه المال *

PERSIAN.

Translate into English :—

وارد حاجي ترخان شديم - صبح برخاسته با طواف
 نگاه كردم - ديدم الصديق از درياي بزرگ خلاص شده
 برود خانه و مسيحي كه امشش و لكاست رسیده ايم -
 و عجب صفائي دارد - باز عرض رود خانه بسيار است
 چنانكه از همان يك شعبة كه ما عبور ميكرديم البته
 هزار ذرع عرض داشت - گلوله تفنگ - متداولي از بين

طرف بان طرف نمي رسد - آبش گل آلود و بغايت تند
مانند درياي موج روان است - سواحل رود خانه هم
درخت سبز جنگلي و بيد متعارفي و بيد مشك -
وزمينها هم چمن و مرتع است - و اغلب ايلاقات
قالموق كه مله ب بت پرستي دارند در اجا مكني
گرفته اند - لب رود خانه الا چيق زده مواشي و اغانم
زياد از اسب و ماديان و گاو و گوسفند وغيره دارند -
چند ده بزرگ هم از دهات روسيه كه از مضافات حاجي
لرخان شمرده مي شود ديده شد كه در كنار رود خانه
واقع و از دور خيلي بزرگ و آباد بنظر مي آيد - در
هرده يك كليساي بسيار عالي باشكوه ساخته اند -
اغلب اهالي اين دهات شغل شان صيادي است -
كشتي ما محازي هر يك از اين دهات كه ميرسيد
اهالي ده بكنار رود خانه آمده هورا مي كشيدند -
درين دهات بهيچوجه باغ و زراعت ديده نشد مگر
در يكي از دهات كه عمارت بسيار معتبر و باغ بزرگ
مشجري از دور ملاحظه شد كه از طائفة ساپوژينكوف
بود - ماهي مرده زيادي در كشتي هاي خود ريخته و
كنار رود خانه را متعفن كرده بودند - و بعضي ماهي
هارا كه نتوانسته بودند نمك سود نموده نگاه دارند و زياد
تخفن شده بود برود خانه انداخته بودند *

HINDUSTANI.

Translate into English :—

چیتے نے شیر سے پوچھا کہ وہ کونسی خصلتیں ہیں
 کہ قاصد میں چاہئیں انہیں بیان کیجئے۔ پادشاہ نے کہا
 قاصد چاہئے کہ مرد عاقل و خوش بیان ہو جس بات
 کو میں فراموش نہ کرے بخوبی یاد رکھے۔ راز دل
 کسی سے نہ کہے۔ امانت و اقرار کا حق جیسا چاہئے
 بجالاوے۔ زیادہ گو نہو۔ کسی بات میں اپنی طرف سے
 فضولی نہ کرے جتنا اُس سے کہدیا ہی اتنا ہی کہے۔
 جس بات میں بھیجنے والے کی بہتری ہو اُس میں
 کوشش و جانفشانی کرے۔ اگر طرف ثانی کچھ طمع
 دیوے ایسا نہو کہ اس کی طرفداری کے واسطے مسلک
 امانت و ہدایت سے متزلزل ہو کر چاہ خیانت و ضلالت
 میں سر کے بھل گرے۔ دوسرے شہر میں کسی نوع سے
 اگر فراغت حاصل ہو اس کے واسطے رہ نہاوے۔ جلد
 پھرے۔ اور اپنے مالک کو جو کچھ سنا اور دیکھا ہو
 اُس سے آکر اطلاع کرے۔ جیسا کہ حق نصیحت و امانت
 کا مالک سے چاہئے بجالاوے۔ کسی خوف کے سبب
 احکام قاصدی میں کوئی دقیقہ فرو گذاشت نہ کرے۔
 کیونکہ قاصد پر سب پیغام پہنچانا واجب ہی۔ بعد
 اس کے چیتے سے کہا کہ تیرے نزدیک اُس گروہ میں
 کون ایسا ہی کہ اس امر کی لیاقت رکھتا ہو۔ چیتے

نے کہا اس کام کے واسطے سوائے کلیدِ دمنہ کے بھائی کے کوئی بہتر نہیں ہی - شیر نے گیدڑ سے کہا چیتے نے جو تیرے واسطے تجویز کیا ہی تو اس میں کیا کہتا ہی؟ گیدڑ نے کہا چیتا سچہ کہتا ہی خدا اسکو جزا، نیک دیوے اور مراد کو پہنچاؤ - بادشاہ نے کہا کہ اگر وہاں جاکر اپنے جنس کی طرف سے مناظرہ کرے جسوقت وہاں سے مراجعت کریگا سرفراز ہوگا اور العام پاویگا * .

MARATHI.

Translate into English :—

1. माझ्या मुळाजवळ जो मी तुम्हास ठेवतो तो कांही त्याच्या मनांत इंग्रजी विचार भरवावे ह्मणून ठेवीत नाही. तो आज अल्पवयी आहे, ह्मणून फार संभाळून त्यास शिक्षण दिलें पाहिजे. पण लक्ष्यांत ठेवा कीं, त्यास मला तुमच्या सारखा ब्राह्मण करावयाचा नाही किंवा वैश्य बनवावयाचा नाही. ब्राह्मण, वैश्य, शूद्र, इंग्रज इत्यादि सर्व लोकांची विद्या त्यास समजून, व त्या सर्वांच्या कला समजून त्यास सर्वांबरोबर आपलें कर्तव्य बजावतां येईल अशाच सर्व गोष्टी त्यास शिकवा. परंतु ध्यानांत ठेवा कीं, जर ह्याच्या अंगी इंग्रजाचा किंवा ब्राह्मणाचा किंवा दुसऱ्या कोणाचा अथवा खुद्द तुमचा थोडा देखील गुण आलेला दिसला तर आपल्या

नोकरींत कसुर झाली असें मी समजेन. तुमचें एक काम हें आहे कीं, ह्याच्या अंगीं खऱ्या रजपुताचे गुण भरवावे. हा राजपुत्र वृद्धावस्थेमध्ये मला टेंकण्याची काठी, माझ्या राज्याची आशा, माझा वंश चालविणारा माझ्या कुलाची प्रतिष्ठा आहे, आणि तुम्ही त्याचे शिक्षक असून नोकर आहां, आणि हा प्रजानसून राज्य करण्यास जन्मला आहे, ह्मणून तो आपल्या सर्व कर्तव्यांत दक्ष होईल, असें करा. २. या चरित्राची भाषा अत्यंत सरळ, सुबोध, शुद्ध, मजेदार, भारदस्त, शोकदार आणि हृदयंगम अशी वाटते. वाचतानां पुस्तक हातांतून सोडावेसें वाटत नाही. अर्थबोधाकरितां कोणतेही वाक्य बहुधा दुसऱ्यांदा वाचण्याचा प्रसंग येत नाही. प्रथम वाचतांनाच अर्थ भराभर मनांत भरत जातो, आणि पुनर्वाचनाने त्याची गोडी कमी न होतां उलट ती वाढतच जाते. उत्कृष्ट ग्रंथरचनेचा हाच कस आहे कीं त्याच्या परिशीलनाने त्यांतील रस जास्त अनुभवास यावा आणि त्याची चटक अधिक लागावी. हा कस या चरित्रास उत्तम लागतो हें त्याच्या सर्वोत्कृष्टपणाचे निर्विवाद प्रमाण आहे.

TAMIL.

Translate into English :—

இளமையிற் பழக்கம் முதுமையிற் சபாவம். ஆகையால் மாணக்கர்கள் இளமையிற்றானே நல்ல பழக்க வழக்கங்களை அடைதல்வேண்டும். மாணக்கர்களுக்கு ஏற்றவையென எனக்

குத் தோன்றும் பழக்க வழக்கங்களை இங்கே சுருக்கமாகக் கூறுகிறேன். அந்தந்தக் காரியத்தை அதற்கேற்ற காலத்திற் செய்க. ஊக்கமுடைமையே ஆக்கத்துக்கு இன்றியமையாதாதலால் ஊக்கமது கைவிடேல். குறித்த வேலையைக் குறித்த வேளையிற் செய்யப் பழகு. வைகறைத்துயிலெழு. எல்லாம் அறிந்தானுமில்லை, யாதொன்றும் அறியாதவனுமில்லை; ஆதலால் எதிர்ப்படும் ஒவ்வொருவரிடத்திலும் ஏதாவது கற்றுக் கொள்ளும் நோக்கம் உள்ளவனாக இரு. செய்வன திருந்தச் செய். அடக்க முடையவனாகும்படி இடைவிடாது முயல். எந்த விஷயத்தையும் முற்ற முடிய ஆராயாமல் முடிவு செய்யற்க. விடாமுயற்சி யில்லாவிடின் இவையனைத்தும் பயன்படா. நன்காராய்ந்து கையிட்ட வேலையை நாட்டு நாள் வாரத்துக்கு வாரம் இடையறாது தொடர்ச்சியாகச் செய்வதே விடாமுயற்சியாம். இன்னினனார் இன்னினன முறையால் உழைத்துப் பிரித்தி பெற்றார்கள், நானும் அவ்வாறு முயன்றால் கீர்த்தி யடையலாம் என்ற எண்ணமின்றி, ஒருவன் ஒரு வேலையை மேற்கொண்டு, சில தினத்தில் அதில் நேரிடும் அற்ப சங்கடத்தால் அதைக் கைவிடுவதுண்டு. பின்வருகிற திருட்டாந்தம் இதற்குத் தருகிறேன். ஒருவன் பழைய இலக்கியங்களைக் கற்கத் தொடங்கிச் சில நாள் கழியுமுன் நண்பனொருவன் வந்து அவனை நோக்கி, “பழைய விஷயங்களையும் வழக்காற்றற் சொற்களையும் படித்து ஏன் காலத்தை வீணிற் கழிக்கிறாய்? புதிய விஷயங்களையும் புதிய நூல்களையும் கற்பதே நன்று” என, அவன் அதை விட்டுக் கணித சாஸ்திரத்தின் உயர்ந்த துறைகளைக் கற்கத்தொடங்கினான். இதையறிந்து இன்னொரு தோழன் போய், “நீ ஒரு கலாசாலையில் கணித பண்டிதனாகும் எண்ணங்கொண்டால் இந்த நூல்களைக் கற்கலாம்; உன் வாழ்நாட்டுரிய சாதாரண காரியங்களுக்கு நாமெல்லாரும் கற்றிருக்கிற கணிதஞானமே போதும்; அதற்கு மேற்பட்டதெல்லாம் வியர்த்தமாய் முடியும்” என அவன் அதற்கும் இணங்கி வேறொன்று கற்கத் தொடங்கினான். இவ்வாறு அவன் வாழ்நாள் முழுவதும் ஒன்றைத் தொடங்குவதும் மாற்றுவதாமாய் யாதொரு பயனுமின்றிக் கழிந்ததுமன்றி, எந்தத் தொழிலிலும் பிரவேசித்துப் பயன்பெற இயலாதவனுமாய்ப் போய்விட்டான். விடாமுயற்சியினால் சிலர் ஆச்சரியசுரமான காரியங்களைச் சாதித்துப் பெரும்பெயர் படைத்திருக்கிறார்கள். ஆகவே மேற்சொன்ன பழக்க வழக்கங்களை ஆனந்தசரிப்பதுடன்,

ஒரு மாணாக்கன் சலியா முயற்சியை மேற்கொண்டு இடைபூறு
 400-க்கு இடைபாடில் ஒருகிணர் சில வருஷத்தில் எல்லாரும்
 மெய்ச்சம்படியான உச்ச பதவியை அடைவான் என்பதற்குச்
 சந்தேகம் இல்லை.

TELUGU.

Translate into English :—

హిందూదేశములలోఁ బెక్కుండ్రకు దేశాభిమానము లేదు. జాతిపట్టుదలచేతను మతద్వేషములచేతను పూర్వకాలమునుండియు జనులలో పలుభాగము లేర్పడి యొకమత్యము నశించి పరస్పరాభిమాన ముండవలయు నన్నమాటయైనను స్వరణకు రాక యుండెను. ఇప్పు డిప్పుడు హూణవిద్యాభ్యాసము చేసి నాగరకాగ్రగణ్యతయినవారిలోను కొందఱుండు మాత్రమే నిజ మైనదేశాభిమానము పొడనూపుచున్నది. నాగరకులై యున్నవారికి సయితము పూర్వము మనదేశములో నున్నది దురాచారమయినను సదాచారమయినను దానిని నిలువఁ బెట్టుటకై ప్రయత్నించుటయే దేశాభిమాన మనువిపరీతాభిప్రాయము కలిగి యున్నది. అందుచేతనే యట్టివారు దేశము యొక్క డేమమునకై యెవ్వరైన నించుక పూర్వాచారవిరుద్ధ మైన యాచరణమును డెచ్చుటకయి యత్నముచేయుచో వానిక విఘాతము గలిగించి యట్లు చేయుటయే తమకుఁ గౌరవ మనుకొని సంతోషించుచున్నారు. నిజ మయినదేశాభిమానము గలవాఁ డెల్లప్పుడును జనసామాన్యముయొక్క మేలునే చింతించుచు నిది పూర్వము మనదేశములో నున్నదా లేదా యను విచారమును దూరము చేసి యిది మనదేశమునకు డేమకరమా నష్టికరమా యని యాలోచించి నష్టి కరమైన దని యేర్పడినయెడల పూర్వ మున్నదానినైనను మాన్పుటకును, లాభకరమయిన దని తేలినపక్షమున క్రొత్తదానినైనను వెలయించుటకును, పాటుపడవలయును. వాస్తవముగా దేశాభిమానము గలవాఁడు ఎల్లజనులయభివృద్ధియందును శ్రద్ధ యుంపవలయును ; తాను జేరియున్నజాతివాఁయొక్కయు మతమువాఁయొక్కయు నభివృద్ధిని మాత్రమే కోరుకొను తక్కినవారి నడఁగఁ ద్రొక్కటకై ప్రయత్నింప

రాదు. వాని ప్రయత్న మంతయు దేశములో సాధ్య మయినంత మందికి సాధ్యమయినంత సౌఖ్యమును గలిగించుటకై యుండవలయును. కాబట్టి మనవారెల్లను స్వప్రయోజనపరత్వమును వదలి పెట్టి హిందువుల మయినందున మన మీదేశమునకుఁ జేయవలసిన కార్యమును దెలిసికొని దానిని నిర్వహించుటకు వలయుసాధనములను సంపాదించి యాకార్యమును పూనికతో నెఱవేర్చవలయును. మనదేశమును మంచిదశకుఁ దెచ్చి లోకములోని ప్రసిద్ధదేశములలో నొకటిగాఁ జేయవలయు నన్నచో, మొట్టమొదట సామాన్యజనుల యొక్క స్థితిని బాగు చేయవలయును. పుణ్యనశమున హిందూదేశ మిప్పుడు న్యాయైకావలంబు లగుహూణప్రభుత్వమువారిపాలనలో నున్నందున, వారు పూనికతో జనసామాన్యముయొక్క షేమమును విచారించుటచే దేశమును మంచిదశకుఁ దెచ్చుచున్నారు. జనుల స్థితిని బాగుచేయుటకై ముందుగా వారియం దున్నమూఢతను తొలఁగింపవలయును, అందులకు విద్య తప్ప వేఱు సాధనము లేదు గనుక సమస్త జాతులవారికిని విద్య నేర్పింపవలయును.

KANARESE.

Translate into English :—

నొణవు ఇమవరగూ నిరుపద్రవవాద క్రివియేందు భావి సల్పట్టెత్త. ఆదరే ఈజిగే అదు రొంగజనకవాగ బరుందేంబ సం గతి తిళయ బంమదరింద మనెగళల్లి ఆవు జ్జెడంతే ముడువుదు టుత్తమ. నొణవు నొణిటక్కి అగణ్యవామదాదాగ్గొ, శక్తి సామ భ్యదల్లి తెన్న గాత్రక్కి అతి మిగిలాదుదు. ఇదర విషయవాగి బబ్బ ముఠాకవియం జ్జెళిరువుదేనందరే : “ పూర్వదల్లి కేలవరు శత్రుగళన్న జయిసువుదక్కి తెమగే సింశదంథ పొరువువు బ్జెకి ల్లవేంమొ, నిభయ, నిదాక్షిణ్యవృళ్ళ నొణద శక్తియం తెమగే సాకేందొ దేవరన్న పృథిసివరు. నొణక్కి స్వితంత్ర్య జ్జెళ్ళ. ఆదక్కి మర్కాదే ఇల్ల. ఇవను ధొలే, ఇవను బిక్కుకనెంబ మర్కొ

ದೆಯು ಎಳ್ಳಪ್ಪಾದವೂ ಇಲ್ಲ. ಆದು ಎಲ್ಲಿಗೆ ಹೋಗಲಿ, ಯಾವಾಗಲೂ, ಎಲ್ಲರಲ್ಲಿಯೂ ಅಹಂಬ್ರಹ್ಮತ್ವ, ಸ್ವಾರ್ಥಪರಾಯಣತೆ, ನಿರಂಕುಶತ್ವವನ್ನು ಘಡ್ಡಾಗಿ. ಜಗತ್ಸೃಷ್ಟಿಯೇ ತನಗೋಸ್ಕರ ಆದಂತೆ ನಿಲಕ್ಷ್ಮಿವಾಗಿರುವುದು. ಮಿತಾಯಿ ಅಂಗಡಿಯಿಂದ ಕಟುಕರ ಅಂಗಡಿಯೂ, ಅಲ್ಲಿಂದ ಬಂದು ಪ್ರಾಣಿಯ ಗಾಯದವೇಲೂ, ಅಲ್ಲಿಂದ ಆಹಾರ ಸಾಮಗ್ರಿಯ ಮೇಲೂ, ಹಾರುತ್ತಾ ಸ್ವೇಚ್ಛೆಯಾಗಿ ಆಕಾಶದಲ್ಲಿಯೂ, ಕೊಂಡಿಗಳಲ್ಲಿಯೂ ತಿರುಗುತ್ತಾ, ಝೇಂಕಾರ ಶಬ್ದವನ್ನು ಮಾಡುತ್ತಾ ಸಿಕ್ಕಿದವರ ಮೈ ಮೇಲೆ ಕುಳಿತುಕೊಂಡು ಜುಜುಬುತ್ತಾ, ತಿನ್ನುತ್ತಾ ವಿಹಾರಗೈಯುತ್ತದೆ.” ಈ ಕವಿಯು ಮೆಚ್ಚುವಂತೆ ಇದರ ಸ್ವಾತಂತ್ರ್ಯವು ಮೆಚ್ಚಲ್ಪಡತಕ್ಕದ್ದಾದಾಗ್ಯೂ, ಇದರಿಂದ ಉಂಟಾಗುವ ಕೆಡಕಿಗೆ ಜನರು ಇನ್ನು ಮುಂದಕ್ಕೂ ಕಣ್ಣು ಮುಚ್ಚಿಕೊಂಡಿರುವುದಕ್ಕೆ ಆಗುವುದಿಲ್ಲ. ಸೊಳ್ಳೆಯಂತೆ ಕೊಳವೆಯಿಂದ ವಿಷವನ್ನು ಇದು ಹರಡದೆ ಇದ್ದಾಗ್ಯೂ, ಸಿಕ್ಕಿದ ಪದಾರ್ಥಗಳ ಮೇಲೆ ಕುಳಿತುಕೊಳ್ಳುವುದರಿಂದ ತನ್ನ ಕಾಲಿಗೆ ಅಂಟಿಕೊಂಡ ಆಣುಗಳನ್ನು ಬಂದರಿದೊಂದಕ್ಕೆ ಹಾಯಿಸಲುಳ್ಳದ್ದು. ಆ ಆಣುಗಳು ಎಂಥ ವಾದರೂ ಆಗಿರಬಹುದು. ದೇಹಕ್ಕೆ ವಿರೋಧವುಂಟಾಗತಕ್ಕವಾದರೆ, ಅವುಗಳಿಂದ ಅನೇಕವೇಳೆ ಕೇಡುಂಟಾಗುವುದು. ಹುಣ್ಣಿನಮೇಲಾಗಲೀ, ಕೊಳಕು ವಾಸವಮೇಲಾಗಲೀ, ಹೇಸಿಗೆ ಗೊಬ್ಬರದ ಮೇಲಾಗಲೀ ಕುಳಿತಿದ್ದು ಅಲ್ಲಿಂದ ನೇರಾಗಿ ಮನುಷ್ಯರ ಶರೀರದಮೇಲೆ ಕೂರುವುದರಿಂದ ಆದರ ಸೊಂಕನ್ನು ಹರಡುವುದು. ಮತ್ತು ಬಬ್ಬರ ಶರೀರದಮೇಲೆ ನಿಂದ ಮತ್ತೊಬ್ಬರ ಶರೀರದ ಮೇಲಕ್ಕೆ ಹಾರಿ, ಈಜಿಪ್ಟದೇಶದಲ್ಲಿ ಮರಳುನೋಣಗಳು ಕಣ್ಣು ನೋವನ್ನು ಜನರಲ್ಲಿ ಹರಡುವಂತೆ, ನಮ್ಮ ನೋಣವೂ ಸಹ ರೋಗವನ್ನುಂಟುಮಾಡಬಲ್ಲದು. ನೋಣವು ಸ್ವಾಭಾವಿಕವಾಗಿಯೂ ಆಶುಚಿಪ್ರಾಣಿಯು. ಉಷ್ಣಕಾಲದಲ್ಲಿ ಕೊಳೆಯುವ ಪದಾರ್ಥಗಳ ಬಳಿಯಲ್ಲೂ, ಆಶುಚಿಯುಳ್ಳ ಜನರಬಳಿಯಲ್ಲೂ ತಂದೋಪ ತಂಡವಾಗಿ ವೃದ್ಧಿಯಾಗುವುದು. ಲಕ್ಷೋ ಪಟ್ಟದ ಮುತ್ತಿಗೆಯಲ್ಲಿ ಸತ್ತ ಕುದುರೆಗಳನ್ನು ಹೊಳದಿರಲು, ಆ ಶವಗಳಮೇಲೆ ನೋಣಗಳು ದಂಡಾಗಿ ಉತ್ಪನ್ನವಾಗಿ ಬಹುಕಾಲ ಅಲ್ಲಿ ವಾಸಿಸುವುದಕ್ಕೆ ಅಸಾಧ್ಯವಾಗಿತ್ತು. ನೋಣಗಳು ಖಾಯಿಲೆಯವರನ್ನು ಹೀಡಿಸುವುದು ಹೇಚ್ಚು.

ലാക്കി ജീവനോടെ മൃകുന്നു. റം വിധം ണലരണുങ്ങൾ ആസ്രാ
ഭവണ്യത്തിലും ആഹ്വിക്കാ ഭവണ്യത്തിലും കണപ്പെടുന്നു. ആസ്രാ
ഭവണ്യത്തിൽ ചേന്ന അറബിരാജ്യം മരുപ്രായം ആകുന്നു ; ഇതിൽ
ഉള്ള നിജ്ജപ്രദേശങ്ങളിൽ സ്ഥിരവംസികളായ ജനങ്ങളില്ല ; എ
ന്നാൽ ഭേശനം ചെയ്യുന്ന അറബികൾ പലപ്പോഴും ഇവിടങ്ങളിൽ
ചെല്ലുന്നുണ്ട് ; സ്ഥിരവാസസ്ഥലം ഇല്ലാതെ ഇക്കൂട്ടർ പതിവായി കൂടാ
രങ്ങൾ കെട്ടിത്താമസിക്കുന്നു ; ഇവർ ഒരു ശാഭ്യപ്രദേശം വിട്ടു
മറ്റൊന്നിലേക്കു പോകുമ്പോൾ റം കൂടാരം എല്ലാം എടുത്തുകൊണ്ടു
പോകുന്നു ; ഇവർ ഒരേസ്ഥലത്തു തന്നെ ഭീഷ്കാലം വസിക്കുകയും ;
ഇവർക്കു അധ്യസ്ത സഹായികളായി കട്ടകങ്ങൾ കൂടാതെ ഭൂലോകത്തിൽ
ഉള്ളതിൽ വെച്ചു ഏറ്റവും വേഗവും സൌന്ദര്യവുമുള്ള കരിരകളും
ഉണ്ട്. ചില മരുഭൂമികളിൽ മൃഗശൃംഗായണ പരഞ്ഞുവരുന്ന ഒരു ദുഷ്ടി
വഞ്ചകക്കാഴ്ച പലപ്പോഴും കാണാകുന്നു. സീമാചിഹ്നമായ വിസ്തൃ
തങ്ങൾ പ്രദേശത്തിൽ ജലപരിപൂർണമായ സരസ്സുകളും തടാകങ്ങ
ളും പാമ്പന്മാരുടെ ദുഷ്ടിക്കെതിരായി ചക്രവാജത്തിൽ കാണപ്പെടുന്നു.
ഉണങ്ങി വറണ്ട് മരുഭൂമിയിൽ കൂടെ ഭീഷ്യാരൂപെരുന്നിനാൽ മുമ്പ
തന്നെ ക്ഷീണിച്ചിരിക്കുന്ന പാമ്പൻ ഭാഹം ശമിപ്പിച്ചാനായി അത്യാ
ഗ്രഹത്തോടു കൂടി ചെല്ലുന്നു. എന്നാൽ തനിക്കു നിരാശജനിപ്പിക്ക
ത്തക്കവണ്ണം ആ സരസ്സുകളും തടാകങ്ങളും പിൻവാങ്ങിയതായിക്കാ
ണുന്നു.

URIYA.

Translate into English:—

ଏସ୍ ଉତ୍ତାରେ ୧୮୧୨ ଅଙ୍କର ଏପ୍ରିଲ ମାସରେ ବୁଝିଯା-
 ପ୍ରାନସ ବିରୁଦ୍ଧରେ ଯୁଦ୍ଧଘୋଷଣା ପ୍ରବୃତ୍ତ କଲା । ସୁତରାଂ ନେପୋଲି-
 ଅନଙ୍କୁ ପୁନର୍ବାର ରଣକ୍ଷେତ୍ରରେ ଅବତୀର୍ଣ୍ଣ ହେବାକୁ ପଡ଼ିଲା ।
 ତାଙ୍କର ଆଦେଶ ନିମ୍ନେ କିୟତ୍ ସପ୍ତାହ ମଧ୍ୟରେ ପାଞ୍ଚଲକ୍ଷ ସୈନ୍ୟ
 ସଂଗୃହୀତ ହେଲେ । ଏପରି ଭୟଙ୍କର ସମରସଜ୍ଞା ଲଢ଼ାବୋସ
 ମହାଦେଶରେ ପୁର୍ବେ କଦାପି ଦୃଷ୍ଟି ଗୋଟର ହୋଇ ନ ଥିଲା ।

ନେପୋଲିଅନ ଅକଥନାୟୁ ଅତମ୍ଭର ସହକାରେ ପାଣ୍ଡନଗରୁ ନିର୍ଦ୍ଦାମ୍ନ ହେଲେ । ଇଉରୋପ ମହାଦେଶର ଅଧିକାଂଶ ରାଜନ୍ୟ-ବର୍ଗ ତାହାଙ୍କର ପ୍ରସାଦାର୍ଥୀ ହୋଇ ପଥମଧରେ ତାଙ୍କ ସଙ୍ଗରେ ସାକ୍ଷାତ୍ କଲେ । ତାଙ୍କୁ ଦେଖିବା ନିମନ୍ତେ ଲକ୍ଷଲକ୍ଷ ନରନାରୀ ଗ୍ରାମ ନଗର ତ୍ୟାଗକରି ମାର୍ଗମଧ୍ୟରେ ଅକୁଳଭବରେ ପ୍ରତ୍ୟକ୍ଷା କରି ରହି ଥିଲେ ।

ରୁସିଆଦେଶ ମଧ୍ୟରେ ନେପୋଲିଅନ ସୈନ୍ୟବର୍ଗ ସହଜ ପ୍ରବେଶ କରି ଦେଖିଲେ ଯେ ସମସ୍ତ ଦେଶ ବିଧିପ୍ର ହୋଇଅଛି । ତତ୍ତ୍ୱର୍ତ୍ତରେ ଦରଘ ନଗର, ବିନିଷ୍ଟ ଶଶସ୍ୟାଗାର ଏବଂ ଶସ୍ୟସ୍ଥାନ କ୍ଷେତ୍ର ତାହାଙ୍କର ଦୃଷ୍ଟିଗୋଚର ହେଲା । ରୁସିଆର ସମ୍ରାଟ ଜାଣି ଥିଲେ ଯେ ସମରକ୍ଷେତ୍ରରେ ସେ କଦାପି ନେପୋଲିଅନଙ୍କ ସମକକ୍ଷ ହୋଇ ପାରିବେ ନାହିଁ । ତେଣୁ ସେ ବିଚାରିଲେ ଯେ ତତ୍କାଳୀନ ଶୀତର ଭୂଷଣ ପ୍ରାଦୁର୍ଭବ ଏବଂ ଖାଦ୍ୟସାମଗ୍ରୀର ଅଭାବରେ ନେପୋଲିଅନଙ୍କ ସୈନ୍ୟ ବିଶେଷରୂପେ ଅର୍ଦ୍ଧତ ହେଲେ, ସେ ସେମାନଙ୍କୁ ନିଜ ସୈନ୍ୟଦ୍ୱାରା ପରିବେଷ୍ଟନ କରି ସହଜରେ ସଂପୂର୍ଣ୍ଣ-ରୂପେ ସଂହାର କରିବେ । ଏହି ବିଶ୍ୱାସରେ ରୁସିୟାର ସୈନ୍ୟବର୍ଗ ଶତ୍ରୁ ଆଗରୁ ପଲାଇନ କରିଥିଲେ । ପଲାଇବାବେଳେ ସେମାନେ ନଗରମାନ ସଂପୂର୍ଣ୍ଣରୂପେ ଦଗ୍ଧକରି ଦେଇ ଯାଇ ଥିଲେ । ସୁତରାଂ ଫରାଣସ ସୈନ୍ୟବର୍ଗକୁ ଅତି ଭୟଙ୍କର କଷ୍ଟ ଅନୁଭବ କରିବାକୁ ହୋଇଥିଲା । ଲକ୍ଷଲକ୍ଷ ଫରାଣସ ସୈନିକ ସେହି ଭୂଷଣ ଦେଶ-ମଧ୍ୟରେ ଯାତ୍ରା କଲବେଳେ ପଞ୍ଚଦ୍ୱ ପ୍ରାପ୍ତ ହୋଇଥିଲେ । ୧୮୧୨ ଅବ୍ଦର ସେପ୍ଟେମ୍ବର ମାସ ସାତ ତାରିଖ ଦିନ ଉତ୍ତରପକ୍ଷ ବରୋଡିନା ନାମକ ସ୍ଥାନରେ ପରସ୍ପରର ସମ୍ମୁଖୀନ ହେଲେ । ଏହି ଯୁଦ୍ଧରେ

ପ୍ରାୟ ଏକଲକ୍ଷ ଲୋକ ନିହିତ ହୋଇଥିଲେ । ଏଥିରେ ଫରାଶି-
ସମାନେ ବଜୟୀ ହେଲେହେଁ ଅତ୍ୟନ୍ତ କ୍ଷତିଗ୍ରସ୍ତ ହୋଇଥିଲେ ।
ରଣକ୍ଷେତ୍ର ଛଡ଼ା ଅନ୍ୟ କିଛି ସେମାନଙ୍କର ହସ୍ତଗତ ହୋଇ ନ
ଥିଲା । ଏସବୁରେ ନେପୋଲିଅନ ନିଜ ସୈନ୍ୟବର୍ଗସହ ବୁଝି-
ପୂର ପ୍ରାଣନ ଗୁଣଧାମୀ ମସ୍ତେ ନଗର ଅଭିମୁଖରେ ଯାତ୍ରା କଲେ ।

FRENCH.

Translate into English :—

A trois heures de l'après-midi, le général se présenta devant le front du 1er bataillon, et leur adressa ces mots : "Mes amis, deux régiments viennent de lâcher pied : montrez à ces lâches comment les hommes de cœur savent se battre ; vive les Zouaves !" Le cri de "Vive le général" fut la réponse. On déploya immédiatement les compagnies en tirailleurs vers un bois fortement occupé par l'artillerie et l'infanterie Prussiennes ; le feu étant trop meurtrier, le général ordonna d'enlever la position à la baïonnette. Ce fut un moment magnifique, lorsque le général, le colonel, et M. de Ferron s'avancèrent au petit trot de leur cheval, à travers une grêle de balles, suivis au pas de course par tout le bataillon. Le bois fut littéralement enlevé d'assaut : vous dire la boucherie serait chose impossible ; les Zouaves frappaient comme dans du beurre, sans compter les coups de fusil qu'ils distribuaient libéralement. Le bois était pris, on avait déjà fait des centaines de prisonniers, une mitrailleuse était en notre pouvoir, et l'on allait emporter d'assaut le village. C'est alors que les Prussiens, s'apercevant de notre petit nombre, lancèrent sur nous plusieurs régiments de renfort. L'infanterie, qui nous voyait engagés, refusa de nous soutenir ; l'artillerie, qui devait nous appuyer, n'avait plus de munitions : il fallut battre en retraite. Ce fut un désastre épouvantable ; on eût dit une faux qui tranchait des épis ; les mitrailleuses, les balles, les obus, tout cela venait de tous côtés. Que de victimes ! il serait trop long de les énumérer ; on ne marchait que sur des corps. Sur quatorze officiers, trois seulement revinrent au camp le soir : jugez de la proportion ! Si seulement le mouvement avait été appuyé, c'était une splendide victoire, et sans doute l'armée de la Loire ne serait pas aujourd'hui en pleine déroute. Le deuxième bataillon peut-être aurait suffi. Malheureusement, tandis que nos camarades se faisaient bravement tuer, nous étions dans une position qui nous avait été assignée, comme étant des plus périlleuses ; mais notre rôle se borna à soutenir l'artillerie, sans tirer un coup de fusil.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. Paraphrase:—

आदित्यः कृतकृत्य एव भविता सीतापतेरीदृशं
साहाय्यं विरचय्य कीर्तिमतुलामादित्सुना सूनूना ।
इत्यालिच्य तदा किल स्वयमपि ख्यातिं प्रहीतुं परां
लङ्कायां रघुनाथदूतसरणी चन्द्रेण दीपायितम् ॥

II. 1. To what race did Dushyanta belong? Which was his capital? Is there any reference to indicate the exact locality of Kanva's hermitage? 2. What is the object of Kālidāsa in introducing Duvāsas in the play? 3. Mention the different kinds of marriage.

III. 1. Explain with full reference to the context:

- (a) यात्येकतोऽस्तशिखरं पतिरोषधीना-
माविष्कृतोऽरुणपुरःसर एकतोऽर्कः ।
तेजोद्वयस्य युगपद्भ्रसनोदयाम्यां
लोको नियम्यत इवात्मदशान्तरेषु ॥
- (b) सीताभिधानकमलां प्रभवे प्रदातुं
लङ्कार्णवं क्षुभितसैन्यतरङ्गभीमम् ।
वेधा ममन्थ किल रज्जुभुजङ्गराज-
भोगावृतेन पवनात्मजमन्दरेण ॥
- (c) तस्मान्नास्मि विपक्षोऽद्य सपक्ष इति मां भज ॥
- (d) इदं तत्प्रत्युत्पन्नमिति त्वैणमिति यदुच्यते ॥
- (e) स्पर्शानुकूलाइव सूर्यकान्तास्तदन्यतेजोऽभिभवाद्भवन्ति ॥

(f) कृत्ययोर्भिन्नदेशत्वाद्वैधीभवति मे मनः ।

पुरः प्रतिहतं शैलैः स्त्रोतः स्त्रोतोवहो यथा ॥

(g) अर्कस्योपरि पतितं व्युतमिव नवमालिकाकुसुमम् ॥

(h) ध्रुवं स नीलीत्यलपत्नधारया

समिल्लतां छेत्तुमृषिर्व्यवस्यति ॥

(i) देव तस्याः प्रतिष्ठासूनसूनाशैकमालितान् ।

मुद्रयित्वा प्रपन्नोऽहं त्वदभिज्ञानमुद्रया ॥

2. Scan (e) and (h) in the above and name the metres in which they are written.

IV. 1. To what do the following refer :

(a) सूर्येन्दुपावकमहांसि तपोबलेन

जित्वा यथेच्छमभिषिक्तमिवान्धकारम् ॥

(b) दुर्वृत्तक्षत्रवंशवनपवनसारथिः ॥

(c) मूर्ते विघ्नस्तपस इव ॥

(d) स्वर्लोकेऽपि कलिन्दशैलतनयाकह्लोलशङ्खावहा ॥

2. What are illustrated by the following :—

(a) न प्रभातरलं ज्योतिरुदेति वसुधातलात् ॥

(b) तमस्तपति घर्माशौ कथमाविर्भविष्यति ॥

V. 1. Hanuman is compared to (a) त्रिविक्रम, (b) सूत्रधार and (c) अक्षशोण्ड. Briefly state the points of comparison in each case.

2. तस्माच्छासितरावणे रघुपतो यात्रा मम श्रेयसी ॥

Mention the arguments adduced in support of this statement. 3. सीतालतायास्त्रिजटा जटाभूत्—How is the metaphor maintained? 4. प्रत्यर्पितन्यास इवान्तरात्मा—What does the न्यास refer to? 5. न केवलं मामहरद्गुरोत्मा—What else? 6. रम्याणि वीक्ष्य मधुरांश्च निशम्य शब्दान्पर्युत्सुको भवति यत्सुखितोऽपि जन्तुः ॥—How is this accounted for by the poet?

VI. Explain the allusions contained in:— 1. शतमन्युरपेतमन्युरासीत् ॥ 2. सागरेण कृतज्ञेन ॥ 3. शाखामृगे च भवतः प्रतिकूलवाले ॥

VII. What is meant by the following words and expressions:— 1. उदारः कल्पः । 2. वैधेयः । 3. मुस्ताक्षतिः । 4. किंपुनरिमामतिसन्धाय लभ्यते ।

VIII. Quote passages from your text parallel to:

1. मनःप्रवृत्तिस्सन्दिग्धे प्रमाणं हि महात्मनाम् ॥

2. श्लाघ्यो वरोऽसौ तनया तवेयं स्त्रीरत्नभूता सदृशो हि योगः ॥

3. नारीणां चिरवासी हि बान्धवेषु न रोचते ॥

IX. 1. Give the vighraha of अनौकह, पादप, अजय्या, वनौकस्, प्रत्यहम्, पारावार, ऋषिकल्प, जीवप्राहम्, त्रैलोक्य, निःश्रेयस, and अहंप्रथमिका. 2. What part of the verb is each of the following:—

अवजिगमिषु, प्रत्याययितुम् and आदित्सुना. 3. Give two examples for each of the following samāśas:—एकशेष, अव्ययीभाव,

and अलुक्समास. 4. What changes do रात्रि and अहन् undergo at the end of compounds? 5. Write short grammatical notes on—बलमित्सखः, दक्षिणेन वृक्षवाटिकामालाप इव श्रूयते, एषा शिलापट्टमधिशयाना, and पिधातुमनसाम्.

X. 1. Give the third person Singular :—(a) Aorist of मन्, दह्, यम् with उप. (b) Imperfect of सिच् with नि. (c) Potential of आप्. (d) Perfect of हा with वि. (e) Imperative of धा. (f) Aorist causal of स्था and दृश्. 2. Explain the force of the underlined in the following :—आनाकञ्जकम्, विनीतवेषेण प्रवेश्यानि तपोव-
नानि नाम, अपि नामेयं कुलपतेरसवर्णक्षेत्रसंभवा स्यात्, वीति-
होतसात्कृत्य, अलमस्मि निवर्त्तयितुम् and अलं विचार्य ॥

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT: TRANSLATION.

I. Translate into English :—

- मेदश्छेदकृशोदरं लघु भवत्युत्थानयोग्यं वपुः
सत्त्वानामपि लक्ष्यते विकृतिमच्चित्तं भयक्रोधयोः ।
उत्कर्षस्स च धन्विनां यदिषवस्सिच्यन्ति लक्ष्ये चले
मिथ्या हि व्यसनं वदन्ति मृगयामीदृग्विनोदः कुतः ॥
- नैतच्चित्रं यदयमुदधिष्यामसीमां धरित्री-
मेकः कृत्स्नां नगरपरिघप्रांशुबाहुर्भुनक्ति ।
आशंसन्ते समितिषु सुरासक्तवैरा हि दैत्यै-
रस्याधिज्ये धनुषि विजयं पौरुहूते च वज्रे ॥

3. अन्तर्हिते शशिनि सैव कुमुद्वती मे
दृष्टिं न नन्दयति संस्मरणीयशोभा ।
इष्टप्रवासजनितान्यबलजनस्य
दुःखानि नूनमतिमात्रसुदुस्सहानि ॥
4. यस्य त्वया व्रणविरोपणमिज्जुदीनां
तैलं न्यषिच्यत मुखे कुशसूचिविद्धे ।
श्यामाकमुष्टिपरिवर्धितको जहाति
सोऽयं न पुत्रकृतकः पदवीं मृगस्ते ॥
5. भानुसुकृद्युक्तनुरङ्ग एव रात्रिन्दिवं गन्धवहः प्रयाति
शेषस्सदैवाहितभूमिभारः षष्ठांशवृत्तेरपि धर्म एषः ॥
6. ओत्सुक्यमात्रमवसादयति प्रतिष्ठा
क्लिश्नाति लब्धपरिपालनवृत्तिरेवम् ।
नातिश्रमापनयनाय न च श्रमाय
राज्यं स्वहस्तधृतदण्डमिवातपत्रम् ॥
7. महाभागः कामं नरपतिरभिन्नस्थितिरसौ
न कश्चिद्वर्णानामपथमपकृष्टोऽपि भजते ।
तथापीदं शश्वत्परिचितविविक्तेन मनसा
जनाकीर्णं मन्ये हुतवहपरीतं गृहमिव ॥
8. रजनिचरमभागो वारसोमन्तिनीनां
करतलकलिताभिर्दीपिकामार्जनीभिः ।

दिशि दिशि परिमृष्टं यत्तमस्तत्समस्तं

हृदयमवजगाहे केवलं रावणस्य ॥

9. अहमह्मांपतिकुलतिलकस्य सत्यसन्धस्य पितृनिधेगसमुप-
नतवनवासनिरतस्य शूर्पकारातिबाधितशूर्पणखाप्राप्तवैरूप्यकुप्य-
त्वरप्रमुखनिशिचरबलपलालजालकल्पान्तानलकल्पशिलीमुखस्य क-
पटहरिणहननसमयपरिमुषितदारान्वेषणसंजातसुग्रीवसख्यस्य समु-
त्वातवालिकण्ठकस्य दुर्वृत्तक्षत्रवंशवनपवनसारथेस्तपोनिधेर्जाम्द-
ग्न्यस्य भुजबलावलेपलीपहेतोः श्रीमतो दाशरथेर्दूतः ॥

10. निर्णयाविषयमस्य बालतः कर्णिकारनिकुलम्बकर्वुरः ।

निर्निमेषगणभाग्यसंचयादुन्मिषे भगवानुषर्बुधः ॥

11. रक्षस्त्रीवदनारविन्दरजनीं विश्वम्भराबर्हिणी-

वर्षारम्भदशां दशाननयशःकादम्बकादम्बिनीम् ।

वैधव्योचितवेषनिश्चितमनोलङ्कावधूटीजटां

वैदेह्यास्त्रिजटासमां समकिरद्भूम्यां हनूमान् दिवि ॥

12. नैर्गुण्यमेव साधीयो धिगस्तु गुणगौरवम् ।

शाखिनोऽन्ये विराजन्ते खण्ड्यन्ते चन्दनद्रुमाः ॥

13. तापं हन्ति सुखं सूते जीवयत्युज्ज्वलं यशः ।

अमृतस्य प्रकारोऽयं दुर्लभः साधुसङ्गमः ॥

14. पातितोऽपि कराघातैरत्यतल्येव कन्दुकः ।

प्रायेण हि सुवृत्तानामस्थायिन्यो विपत्तयः ॥

II. Translate into Sanskrit:—Dhritarāshṭra sent the Pāṇḍava princes on an excursion to the city of Vārāṇavata, pretending that he wished them to see the beauties of that town. Meanwhile Duryodhana instigated his friend Purochana to precede them, and to build a house of lac (लाक्षर) for their reception. When the princes were asleep in this house unsuspecting of danger, he was to set it on fire. The five Pāṇḍavas and their mother left Hastināpura amid the tears of the citizens, and in eight days arrived at Vārāṇavata, where they were conducted by Purochana to the house of lac. Having been warned by Vidura, they soon discovered the dangerous character of the building, and with the assistance of a miner (खनक) sent by Vidura, dug an under-ground passage, by which they were to escape. Then they devised a plan, and agreed together that an outcaste woman with her five sons should be invited to a feast, and stupefied with wine. Bhīma was then to set fire to the lac-house in which they were all assembled. This was done. Purochana was burnt, as well as the woman with her five sons, but the Pāṇḍavas escaped by the secret passage. The burnt bodies of the woman and her five sons being afterwards found, it was supposed by Duryodhana that the Pāṇḍava princes had perished in the fire, and their funeral ceremonies were actually performed by Dhritarāshṭra. Meanwhile they hurried off to the woods; Bhīma, the strong one, carrying his mother and the twins, and leading his other brothers by the hands when through fatigue they could not move on. Whilst his mother and brothers were asleep under a tree, Bhīma had an encounter with a hideous giant named Hidimba, whom he slew. Afterwards he married Hidimbā the sister of this giant, and had a son by her named Ghaṭotkacha.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. 1. Decline: securis, seminecis, sanguis, abies, remex. 2. What cases are wanting in the declension of lapis? 3. Give the gender and genitive singular of: grando, imber, ictus, ilex, paries. 4. (a) Form masculine patronymics from Anchises, Iasus, Aeneas; (b) form a feminine patronymic from Nereus; (c) from what is Alcides formed?

II. 1. Write down the principal parts of the verbs to which the following belong and say what part each is: pertaesum, adfixus, irrepserint, praeusti, delibutus, renarint. 2. Give the derivation of anceps, auspiciū, egregius, conviciū, immunis. 3. Of what are the following words compounded: dirimo, debilis, concutio, irremediabilis?

III. 1. What is the meaning of the following phrases: tempestita convivia, quaestio legitima, sidus fervidum, Circaea moenia, Sabella carmina, Thyestaeae preces? 2. Translate into English: (a) tabula-

rum fidem resignavit; (b) in beneficiis ad aerarium delatus est; (c) ore favete omnes; (d) ex pueris excessit. 3. Translate into Latin: (a) You must register your name before a praetor within sixty days. (b) He seemed too stern for such pursuits. (c) The soldier fights for the sake of glory at the hazard of his life. (d) The fight was fiercer than might have been expected from the number of the combatants.

IV. Give an example of each of the usual forms of conditional sentence in Latin.

V. In the following passage turn the Oratio Recta into Oratio Obliqua and the Oratio Obliqua into Oratio Recta: Tum Romanus, sinu ex toga facto, "Hic," inquit, "vobis bellum et pacem portamus; utrum placet, sumite." Sub hanc vocem haud minus ferociter, daret utrum vellet, succlamatum est; et quum is iterum, sinu effuso, bellum dare dixisset, accipere se omnes responderunt et, quibus acciperent animis, iisdem se gesturos.

VI. Translate with notes on the cases of the italicised words:—

1. Oculos furare *labori*.
2. Hic duo rite mero libans carchesia *Baccho*
Fundit humi.
3. Nunc insurgite *remis*.
4. Et fors aequatis cepissent praemia *rostris*,
Ni palmas *ponto* tendens utrasque Cloanthus,
Fudissetque preces, divosque in vota vocasset.
5. Itaque acrius de integro coortum est bellum, pluribusque *partibus*.
6. In conspectu Alpes habeant quarum alterum latus *Italiae* sit.

VII. Translate with notes on the mood of the italicised words:—

1. Adeo varia fortuna belli ancepsque Mars fuit, ut propius periculum *fuissent*, qui vicerunt. 2. Odiis etiam prope majoribus certarunt quam viribus, Romanis indignantibus, quod victoribus victi ultro *inferrent* arma, Poenis, quod superbe avareque *crederent* imperitatum victis esse. 3. Quotiens ego hunc vidi, cum litteram scripsisset nullam, magnum numerum optimorum versuum de eis ipsis rebus, quae tum *agerentur*, dicere ex tempore!

4. Id quod gerendis rebus *superesset*, quieti datum.
5. Itaque latius, quam qua *caederetur*, murus ruebat.

- VIII. 1. Point out the figure of speech in each of the following:
- (a) Ex his studiis haec quoque crescit oratio et facultas.
 - (b) His laeta deae permulsit pectora dictis.
 - (c) Finis et Gallis territandi et pavendi fuit Romanis.
2. Explain the historical references in:
- Altera jam teritur bellis civilibus aetas,
Suis et ipsa Roma viribus ruit.
Quam neque finitimi valuerunt perdere Marsi
Minacia aut Etrusca Porsenae manus,

Aemula nec virtus Capuae nec Spartacus acer
 Novisque rebus infidelis Allobrox,
 Nec fera caerulea domuit Germania pube
 Parentibusque abominatus Hannibal:
 Impia perdemus devoti sanguinis aetas.

8. What are the mythological references in the following?—
 (a) Non huc Argoo contendit remige pinus,
 Neque impudica Colchis intulit pedem.
 (b) Structa meis (Neptuniis) manibus perjurae moenia

Trojae.

IX. 1. Scan the following, pointing out any metrical irregularities that occur:

- (a) Victor apud rapidum Simoenta sub Ilio alto.
 (b) Nusquam amittebat, oculosque sub astra tenebat.
 (c) In mare seu celsus procurrit Appenninus.
 2. Explain the terms *hiatus* and *caesura*.
 3. Mark the caesura in the above lines.

- X. 1. What do you know of the Lex Plantia-Papiria?
 2. State briefly the main facts of the life of Vergil or Horace.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TRANSLATION.

I. Translate into English:—

- Qualis saepe viae depressus in aggere serpens,
 Ærea quem obliquum rota transiit, aut gravis ictu
 Seminecem liquit saxo lacerumque viator;
 Nequicquam longos fugiens dat corpore tortus,
 Parte ferox, ardensque oculis, et sibila colla
 Arduus attollens; pars vulnere clauda retentat
 Nexantem nodis seque in sua mombra plicantem.
 Tali remigio navis se tarda movebat;
 Vela facit tamen, et velis subit ostia plenis.
- Jamque dies epulata novem gens omnis, et aris
 Factus honos; placidi straverant aequora venti,
 Creber et aspirans rursus vocat Auster in altum.
 Exoritur procurva ingens per litora fletus;
 Complexi inter se noctemque diemque morantur.
 Ipsae jam matres, ipsi, quibus aspera quondam
 Visa maris facies et non tolerabile numen,
 Ire volunt, omnemque fugae perferre laborem.
 Quos bonus Æneas dictis solatur amicis,
 Et consanguineo lacrimans commendat Acestae.
- Quo, quo scelesti ruitis? aut cur dexteris
 Aptantur enses conditi?
 Parumne campis atque Neptuno super
 Fusum est Latini sanguinis?

Non ut superbas invidae Carthaginiis

Romanus arces urerèt :

Intactus aut Britannus descenderet

Sacra catenatus Via :

Sed ut, secundum vota Parthorum, sua

Urbs haec periret dextera.

Neque hic lupis mos, nec fuit leonibus,

Nunquam, nisi in dispar, feris.

Furorne caecus, an rapit vis acrior ?

An culpa ? responsum date.

4. Nulla nocent pecori contagia, nullius astri

Gregem aestuosa torret impotentia.

Pluraque felices mirabimur ; ut neque largis

Aquosus Eurus arva radat imbribus,

Pingua nec siccis urantur semina glebis,

Utrumque rege temperante caelitem.

Non huc Sidonii torserunt cornua nautae,

Laboriosa nec cohors Ulixæ.

Jupiter illa piaæ secrevit litora genti,

Ut inquinavit acre tempus aureum.

5. Quum diu anceps fuisset certamen, et Saguntinis, quia praeter spem resisterent, crevissent animi, Poenus, quia non vicisset, pro victo esset, clamorem repente oppidani tollunt hostemque in ruinas muri expellunt, inde impeditum trepidantemque exturbant, postremo fusum fugatumque in castra redigunt. Ipterim ab Roma legatos venisse nuntiatum est ; quibus obviam ad mare missi ab Hannibale qui dicerent, nec tuto eos adituros inter tot tam effrenatarum gentium arma, nec Hannibali, in tanto discrimine rerum, operae esse legationes audire.

6. Ibi raptim caesa materia ratesque fabricatae, in quibus equi virique et alia onera trajicerentur. Hispani sine ulla mole, in utras vestimentis coniectis, ipsi caestris superpositis incubantes flumen tranavere ; et alius exercitus, ratibus junctis trajectus, caestris prope flumen positus, nocturno itinere atque operis labore fessus, quiete unius diei reficitur, intento duce ad consilium opportune exsequendum.

7. Quare conservate, iudices, hominem pudore eo quem amicorum videtis comprobati cum dignitate, tum etiam vetustate ; ingenio autem tanto, quantum id convenit existimari, quod summorum hominum ingeniis expetitur esse videatis ; causa vero ejusmodi, quae beneficio legis, auctoritate municipii, testimonio Luculli, tabulis Metelli comprobetur. Quae quum ita sint, petimus a vobis, iudices, si qua non modo humana, verum etiam divina in tantis negotiis commendatio debet esse, ut eum qui vos, qui imperatores vestros, qui populi Romani res gestas semper ornavit, quique est eo numero, qui semper apud omnes sancti sunt habiti, sic in vestram accipiatis fidem, ut humanitate vestra levatus potius, quam acerbitate violatus, esse videatur.

(Not from Text-Books.)

8. Segesta est oppidum pervetus in Sicilia, quod ab Ænea fugiente a Troja atque in hæc loca veniente conditum esse demonstrant. Itaque Segestani non solum perpetua societate atque amicitia, verum etiam cognatione se cum populo Romano conjunctos esse arbitrantur. Hoc quondam oppidum, quum illa civitas cum Poenis suo nomine ac sua sponte bellaret, a Carthaginiensibus vi captum atque deletum est; omniaque, quæ ornamēto urbi esse possent, Carthaginem sunt ex illo loco deportata. Fuit apud Segestanos ex aere simulacrum Dianæ, cum summa atque antiquissima præditiū religione, tum singulari opere artificioque perfectum. Hoc translatum est Carthaginem.

II. Translate into Latin:—About this time, Attalus, King of Pergamus, died. In his will he bequeathed his kingdom and all his treasury to the Roman people. But Aristonicus, the brother of the deceased king, refused to recognize the will, and claimed the kingdom as his lawful inheritance. His claim was supported by many, who ranged themselves under his standard. The consul Licinius Crassus, who was sent against him in B.C. 131, fell into the hands of the rebels and was killed. M. Perpenna brought the war to a close. Aristonicus, defeated in the battle at Stratonica and made prisoner, was taken to Rome, where he adorned his victor's triumph.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

ARABIC: TEXT-BOOKS AND GRAMMAR.

I. Write down;—1. the meanings of:—

إنعاع - مزلة القدم - حيد - مطية الهذر - تزلف واستمالة -
 اواصر - قنطرة خشب - استنكاف - سمير - معاقرة -
 مشلج - دُعابة - إصهار - أحقاب - أهرام - شيهم -
 شراسة الدواب - نوافج

2. the literal meanings and the roots of the following verbs, explaining the *تعليل* of each:—

اتخذت - حلت - ائتممت - آووا - استولوا - يعد -
 يغزو - ق - قلن - بعن *

3. the person, tense, and *báb* of the following verbal forms:—

يقف - تنم - ينضيان - يتكبان - لم يؤمن - قاموا -
 احتازوا - افاهوا *

II. Paraphrase, adding explanatory notes where necessary :—

في ارض اندلس تلتدّ نعاء
 ولا يفارق فيها القلب مرآء
 وليس في غيرها بالعيش مُنتفع
 ولا تقوم بحق الانس صهباء
 وأئن يُعدّل عن ارضٍ تُخصّ بها
 علي المدا مة أمواه وافياء
 وكيف لا يبتهجّ الابصار رويتها
 وكل روضي بها في الرشي صنعاء
 الهارها فضة و المسك تربتها
 والخز روضتها والدّر حصباء
 وللهواء بها لطف يرقّ به
 من لا يرقّ وتبدو منه آهواء
 ليس النسيم الذي يهفو بها مفعراً
 ولا انتشار لالي الطلّ ألداء
 وانها أرج الندّ امتثار بها
 في ماء وردٍ فطابت منه ارجاء
 وابن يبلغ منها ما أصنفه
 وكيف يعوي الذي حازته إحصاء

III. 1. Quote:—(a) the **ناصر الدين بن ناهض** of **اشعار** which beautifully describe the fertility of Egypt; (b) the lines parallel in sentiment to

اگر فردوس بروی زمین است
همین است و همین است و همین است *

2. Give a brief account of "The Nile" in simple Arabic.

IV. 1. On what grounds is **انسان** characterised as **مجموع** **ملك** and **حيوان** - **نبات** - **عالم صغير** - **مركب**?

2. Translate into English:—

القولي صنف من الملكة خلقها الله تعالى لتدبير
الابدان وقوام منافع اعضائها من الافعال والادراكات -
فتشبه افعالها فيها افعال صنائع البلاد ومساكنها - فان
حال البدن مع الروح وهذه القولي تشبه مدينة عامرة
بالائها مانومة بسكانها مفتوحة الاسواق مسلوكة الطرقات
مشتغلة الصنائع - وحاله عند النوم وهدوء الحواس
وسكون الحركات تشبه حال المدينة بالليل اذا اغلقت
ابوابها وتعطلت صناعاتها ونام اهلها

V. 1. Under what conditions does **الجمع** operate as a cause for a word being **غير منصرف**? Are the words **فوازل** - **غير منصرف** **جوار** and **مراويل** - **حضاير** or the **منصرف**? Give reasons for your answer discussing the subject under all its bearings. 2. How do the **بأب** **تفاعل** and **مفاعل** differ from each other? Illustrate your answer by examples. 3. How are the feminines of masculine nouns formed? Give six examples of common gender.

- VI. 1. Define the term مصدر ميمي and give four examples.
 2. When does the aorist مضارع of the verb lose its final vowel altogether? 3. Change the following into passive:—

سار يزيد من بغداد الي المدينة - اتي الله بني اسرائيل
 كتابا - امرت زيدا بقتل عمرو - اعطي زيدا درهما -
 لم يقدر السلطان اخذه - جاء عمر النبي بنامين من العرب *

- VII. 1. In what cases is the خبر (predicate) omitted?
 2. Does the خبر (predicate) necessarily precede the subject?
 3. Is the subject indefinite?

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

ARABIC: TRANSLATION.

- I. Translate into English as literally as possible:—

1. وَأَمَّا الْأَصْنَامُ وَكَثْرَةُ حَدِيدِهَا وَعِظَمُ صُورِهَا
 فَأَمْرٌ يَفُوتُ الْوَصْفَ وَيَتَجَاوَزُ التَّقْدِيرَ - وَأَمَّا إِتْقَانُ أَشْكَالِهَا
 وَاحْكَامُ هَيْئَتِهَا وَالْمُحَاكَاتُ بِهَا الْأُمُورِ الطَّبِيعِيَّةِ
 فَمَوْضِعُ التَّعَجُّبِ بِالْحَقِيقَةِ - فَمِنْ ذَلِكَ صَنَمٌ ذَرَعَاهُ
 مَوْجِيٌّ قَاعِدَتُهُ فَكَانَ لِيَفًا وَثَلَاثِينَ ذِرَاعًا وَكَانَ مَدَاهُ مِنْ
 جَهَةِ الْيَمِينِ إِلَى الْيَسَارِ نَحْوَ عَشْرِ أَذْرُعَ - وَمِنْ جَهَةِ
 الْخَلْفِ إِلَى الْأَمَامِ عَلَى تِلْكَ النِّسْبَةِ وَهُوَ حَجَرٌ وَاحِدٌ
 مِنَ الصَّوَانِ الْأَحْمَرِ وَعَلَيْهِ مِنَ الدَّهَانِ الْأَحْمَرِ كَأَنَّهُ لَمْ
 يَزِدْهُ تِلْكَ أَدَمُ الْأَيَّامِ إِلَّا جِدَّةً - وَابْعَظِبْ كُلَّ الْعَوْبِ كَيْفَ حِفْظَ

فيه مع عظمه النظام الطبيعي والتناسب الحقيقي وانت تعلم أن كل واحد من الاعضاء الآلية المتشابهة له في نفسه مقداراً ما وله الي مائترة الآعضاء نسبة ما بذلك المقدار وبذلك النسبة يحصل حسن الهيئة وملاحظة الصورة فان اختلف شيء من ذلك حدث من القبح بمقدار الخلل - وقد أحكم في هذه الاصنام هذا النظام احكاماً أي احكام فمن ذلك مقادير الاعضاء في نفسها ثم نسب بعضها الي بعض *

2. النجم كل نبات ليس له ماق صلب مرتفع مثل الزروع والبقول والرياحين والعشائش البرية - ومن الا مور العجيبة القوة التي خلقها الله في نفس الصب فانها اذا وقعت في الارض جذبت بوامطة تلك القوة الرطوبة من نفس الارض مما حواليتها كما تجذب شعلة النار في السراج تلك الرطوبة فتعمل فيها القوي الطبيعية بارادة الله تعالى حتي تبلغ كمالها كما اراد الله تعالى - والنجوم في النبات كا الحيوان الصغير في الحيوان الكبير فكما أن عند شدة البرد لا يبقي من الحيوانات التي لا عظم لها شيء فكذلك لا يبقي من النبات التي ليس لها خشب صلب شيء *

 II. Translate into Arabic :—

Two pigeons, a male and a female, filled their nest with wheat and barley. Said the male to the female, "So long as we find in the wilderness something to live on, we will not eat anything out of what we have here. When winter arrives and nothing is to be found in the wilderness, we shall have recourse to what there is in our nest and eat it." The female was content with this and said to him, "How wise you are!"

* The grain, however, was moist when they (two) put it into their nest. The cockbird flew away and disappeared. But when summer came the grain dried up and grew less so that when the male on his return found the grain wanting, he said, "Did we not join in making up our mind not to eat any of it, why then did'st thou eat it?" She swore she had not eaten of it and excused herself to him, but he would not believe her and ceased not to pierce her with his beak until she died.

When the rains came with winter the grain grew moist again and filled the nest as before. When the male saw this, he repented and ceased to eat or drink until he died by her side.

 TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

 PERSIAN : TEXT-BOOKS AND GRAMMAR.

I. Explain the meanings in simple Persian of :—

کاف کن - بحکم نظر - ثبت یداک - آبی - آگنده
 گوس - مناخ - دوك - میتین عاج - عام مثال - شاه
 سیارگان - حکیم الهی - جبارگان - برید نیز گام -
 مرحبا زدن - اجتماع نقیضین - دیده دوختن - گوس
 کردن - تبریزین - دام یار - منسوج باف - شانه عاج -
 مکافات برین نوشتن - مقای نیل - و قید *

II. 1. Write out the following in simple Persian :—

احتیاج بادشاه بوزیر ناصح کامل و ندیم خردمند فاضل
 بهجت آنست تا اگر ضرور جباری و لغو و شهریار
 اورا از منهج حلم و برد باری مبنصرف سازد و زیر صائب

تدبیرش بطریق مناصحت برآه صلاح آوردی بر جادۀ
 سکون و وقار ثابت قدم گرداند - و بنوشداروی موعظت
 انحراف مزاج عدالت را زائل ساختن بر مسمت ملامتش
 مسمت استقامت بخشد - تا ببواهب فضل کردگار و
 میامن حلم و وقار و خلوص نصیحت و صفائی نیست
 وزیر کامگار در همه امور مظفر و منصور شود - و بهر
 جانب که روی آرد فتح و نصرت رفیق و قرین و اقبال
 و دولت ناصر و معین وی باشد - و اگر احیاناً بهسب
 موافقت هوا و متابعت نفس پر دغا درکاری حکم
 فرماید - وی تامل و تفکر نه از روی بصیرت و تدبیر
 پروا نچ دهد برای روشن چنان وزیر مخلص شرر ضررش
 نسکین یابد - و تدارک خلل و تلافی زلل آن در حیز
 تعدر نماید *

2. Point out and explain the صنائع لفظی معنوی in:

- چو درویش بی برگ دیدم درخت
 قوی بازوان مست و در مانده سخت *
- طمع کرده بودم که کرمان خورم
 که ناگه بخوردند کرمان سرم *
- بسالی ز جور و جگر خون کنم
 بیک ماعت از دل بدر چون کنم *
- که دو شینه مغرور بودی و مست
 ترا و مرا بربط و مر شکست *

چه مردی کند در صف کارزار
 که دستش تپي باشد و کارزار *
 عصای کلیم اند بسیار خوار
 پس آنکه نماید خود را نزار *
 چو دوزخ که میرش کنند از و قید
 دگر بانگ دارد که هل من مزید *

III. Explain in simple Persian the following, expanding the metaphors and similes, if there be any :—

(۱) منشئي قضا منشور سلطنت اورا بتوقيع و
 رب هب لي ملكا لا ينبغي لاحد من بعدي موشح
 ساخته - و مایس قدر زین تمکین بر پشت مرکب صبا که
 غدوها شهر و رواحها شهر نمونہ میر اوست نهاده *

(۲) حکم ترا در حل و عقد امور ثانی ائین فرمان
 سلطانی می شناسد *

(۳) هر چه بر آدمی حادث گردد چون بعروة الوثقی
 صبر تمسک جوید عاقبة الامر چهره مراد در نظر آید *
 (۴) آفتاب خاوری از شرم آن روی در پرده
 توارت بالعجاب کشیدی *

(۵) شرم داشت که اثر تردد ظاهر گرداند - و نقض
 و ابرام بایکدیگر متصل که حکم اجتماع نقیضین دارد از
 خود فرا نماید *

(۶) رقعۀ احتیاج برکے خوالید که صفحۀ عذارش

بآیت حسن و جمال مزین باشد - و نیکوئی از تازه روئی
چشم دارید که رخسار حالش بغال خوبی آرامت بود -
اطلبوا الخير عند حسنات الوجوه اشارت بدان است که
حسن صورت نمونه لطافت معنی است *

(۷) ثنائی که از فحوائی آن روائح مهبت بمشام
قد و میان رسد و مضمونش از مناشیر تباشیر صبح
سعادت خبر دهد تقدیم فرمود *

(۸) ایشان تنور حیل گرم دیده فطیر تزویر

در بستند *

IV. Render the following into modern Persian:—1. This work is not worth the trouble. 2. It is a pity he does not know Arabic. 3. The matter has gone beyond itself. 4. Four per cent. Government paper is sold at Rs. 108-5-0. 5. I have given up being a pleader.

V. Explain by close paraphrase the following verses, adding explanatory and other notes where necessary;—

(۱) چو فسدان کسی مضت روئی نکرد

که خابسک تادیب بر سر نخورد *

(۲) جوان دیدم از گردش دهر پیر

خدا نگش کمان از خوانش زریر *

(۳) کسان را نشد ناوله اندر حریر

که گفتم بدوزند مسدان به تیر *

(۴) چه خوش گفت شاگرد منسوج باف

چو عنقا بر آورد و پیل و زراف *

(۵) ز کتابش آن روز سابق به برد

• بزرگ آمدش طاعت از طفل خرد *

- (۶) منہ آبروی ریا را محل
 * کہ این آب در زیر دارد وحل
- (۷) همی میردت عیسی از لاخری
 * تو در بند آئی کہ مک پروری
- (۸) کسی را کہ درج طمع در نوشت
 * نباید بکس عمد و خادم نبشت
- (۹) بموسلی کهن عمر کوتہ امید
 * مرش کرد چون دست موسلی سپید
- (۱۰) نباید سخن گفت نا ساختہ
 * نشاید بریدن نینداختہ *

VI. 1. Write short notes on the following, referring to the context in which they occur in **انوار مہیلی** and **بستان** :—

- ابدال - فارون - سہبان - حجاج یوسف - ملار -
 بلار - مہیل یمنی - ماہ ختنی - حکیم کاریدون *

2. Prove the truth of either of the following statements by referring to a story from your prose work :—

- کلید توکل گر آید بدست
 * در گنج اقبال بتوان کشود
- بہوگان صدق اندرین عرصہ گاہ
 * زمیدان توان گوی دولت ربود
- (۲) جزای بدکاران بہیچ وجہ در توقف نہاند *

VII. 1. What is the difference between **ہای اصلی** and **ہای وصلی**? What are the uses of the latter when affixed to

words? Give examples. 2. Are the sounds of الف and of واو ever modified? If so, how? How is همزة used in Persian? 3. What tenses are used after verbs signifying command? 4. How are some of the pronouns modified, and why?

VIII. There being no infinitive mood in Persian, how is its place supplied in such sentences as "I am going to send him a letter." "He told me to leave the place." Give idiomatic renderings.

IX. Define and illustrate:—

جناس بين اللفظين - لفظ - اشباع - تصفيف -
براعة الاستهلال - متلون تأكيد المدح بما يشبه الذم - توجيہ *

X. Write a short letter in Persian to your younger brother on "The evil influences of bad company."

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:—

"Was it not incumbent upon my preceptor to make me acquainted with the distinguishing features of every nation of the earth; its resources and strength, its mode of warfare, its manners, religion, form of government, and wherein its interests principally consist; and by a regular course of historical reading, to render me familiar with the origin of States, their progress and decline, the events, accidents, or errors, owing to which such great changes and mighty revolutions have been effected?

"Far from having imparted to me a comprehensive knowledge of the history of mankind, scarcely did I learn from you the names of my ancestors, the renowned founders of this empire. You kept me in total ignorance of their lives. A familiarity with the languages of surrounding nations may be indispensable in a King; but you would teach me *Arabic*, a language wherein no one can hope to become proficient without ten or twelve years' close application.

"Forgetting how many important subjects ought to be embraced in the education of a Prince, you acted as if it were chiefly necessary that he should possess great skill in grammar and such knowledge as belongs to a Doctor of Law; and thus did you waste the precious hours of my youth in the dry, unprofitable and never-ending task of learning words." (Aurungzeb to his quondam tutor.)

II. Translate into English:—

1. چنین گفت پیش زغن کر گسی
 * که نبود زمن دوربین ترکسی
 زغن گفت ازین در نشاید گذشت
 * بیا تاچه بینی بر اطراف دشت
 شنیدم که مقدار یک روزه راه
 * بکرد از بلندی به پستی نگاه
 چنین گفت دیدم گرت باورست
 * که یک دانه گندم بهامون در است
 زغن را نماند از تعجب شکیب
 * زبالا نهادند سر در نشیب
 ندانست ازان دانه برخوردنش
 * که دهر افگند دام در گردنش
 نه آبستن در بود هر صدف
 * نه هر بار شاطر زند بر هدیف
 زغن گفت ازین دانه دیدن چه سود
 * چو بینائی دام خصمت نبود
 شنیدم که می گفت گردن به بند
 * نباشد حذر باقدر سود مند
 اجل چون بخونش بر آورد دست
 * قضا چشم بار یک بینش به هست

در آبی که پیدا نباشد کنار

غرور شناور نیاید بکار *

2. آورده اند که جفتی کبوتر در اوائل تابستان دانه چند فراهم آوردند و در گوشهٔ جهت زمستان ذخیره بنهادند و آن دانه‌ها نم داشت چون تابستن باخر رسید حرارت هوا اثر کرده دانه‌ها خشک شد از آنچه پیشتر بودی کمتر مینمود و کبوتر لر درین وقتها از خانه غائب بود چون باز آمد و دانه را اندک دید جفت را ملامت آغاز کرد و گفت این دانه‌ها جهت قوت زمستان نهاده بودیم که چون شدت سرما پدید آید و از کثرت برف دانه در صحرا نماند بدان گذارایم - درین اوقات در کوه و دشت چینه یافت شود تو ذخیره را چرا خوردی و از طریق حزم اجتناب ورزیدی آخر نشیده که حکما گفته اند - فرد - کنون که برگ و لوائیت هست جهدی کن - ذخیره به از بهر بینوایی خویش - کبوتر ماده گفت ازین دانه‌ها من نخورده ام و بهیچ وجه دران تصرفی نکرده - کبوتر لر چون دانه کمتر میدید انکار او را باور نداشت و میزدش تا سپری شد پس در فصل زمستان که بارانها متواتر گشت و آثار رطوبت بر درو دیوار ظاهر شد دانه نم کشید و بقرار اصل باز رفت - لر و قورف یافت که مسبب نقصان چه بود و جزع کردن گرفت و در فراق یار غمگسار نالیدن آغاز کرد

و میگفت مهاجرت دوست صعب است و صعب تر آنکه پیشمانی نمود نخواهد داشت - و فائدهٔ این مثل آنست که مرد حافل باید که در حقوبت شتاب ننماید *

8. الغرض کرینخان زند بیست و شش سال علی‌الاستقلال سلطنت کرد و در بیست سال بدون منازع و مخالف فرمان روای مملکت ایران بود خصم ذلیل یا نادم هرگز از وی مایوس نشد از آشکار ترین صفات او نیکدلی او بود مکرر حکایت میکرد که وقتی که در اردوی نادر سپاهی بودم فقر و فاقه مرا بران باز داشت که زینبی طلاء کوب از زین سازی دزدیدم و این زین را یکی از امرای افغان باو داده بود که اصلاح کند - روز دیگر شنیدم که زین ساز بیچاره در زندان است و حکم شده است که طنابش ببندازند دل من بهم بر آمده زین را برده در همانچایکه برداشته بودم گذاشتم و صبر کردم تا زین زین گر آمده آنرا دید از فرط شادی نعره زد و فی الفور بر زمین افتاده دعا کرد که کسی که این زین را واپس آورد خدا آنقدر باو زندگی بدهد که صد زین طلاء کوب بخود بربیند - و من یقین دارم که از دعای آذن بود که من باین دولت رسیدم - بالجملة نام او تا امروز در اهالی ایران به نیکی مذکور میشود *

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
HINDUSTANI: TEXT-BOOKS AND GRAMMAR.

I. 1. مندرجہ ذیل الفاظ و محاورات کے معنی ملیں

اردو میں بتاؤ: طرز ماند و بود - روکھن - لچوڑ - بسوے -
پرچول - تالیف و امتیالت - بے نقط منانا - میکھ
نکالنا - آنکھوں پر ٹھیکری رکھ کے چلنا - منڈیر -
یاد فراموش - بامسا - سنبکھ - واشد - پھر پری - ریوڑی
کے پھیر میں آنا - منہ دھورکھو - سر منڈائے اولے
پڑنا - کھچڑی کھاتے پہنچا اترانا - بات کا کھٹائی میں
پڑنا * 2. الفاظ ذیل کا ماخذ مع معنی تحریر ہو: لڑالا -
انوکھا - مکھڑی - خیر سلا - سڑبلا - بادل - چرکتا -
نگوڑا *

II. عبارت ذیل کا مطلب نکسالی اردو میں رقم ہو۔

اسطرح کہ عربی فارسی الفاظ اور استعارات وغیرہ سے
معرا و مبرا ہو: اس گلزار رشک فرخار لالہ زار سراپا
بہار اور نسیم مشک بیز عنبر بار نے میان آزاد کی
آتش عشق کو اور بھی بھڑکایا - جنون کی مذمت نے
کشتی دل کے ساتھ باد مخالفت کا کام کیا - آہ آتش
بار نے خرمن خرد پر بجلی گرادی حشر توڑا - آفت
ڈھائی - نیران چمن کا جو بن دیکھ کر رخ گلگون کا خیال
آیا - حنا نے خون رو لایا - کبھی کبھی کو دیکھ کر اس
پریشان کا کل کی زلف چلیپا یاد آئی - کبھی چشم

کي ياد مين نرگس شہلا مے آنکھ لڙائي - سرو
 کو ديکھا تو اپني سرو بلند اقبال کا بوٽا ماسد آنکھون مين
 پھر گيا - شمشاد نظرون مے گر گيا - گل رعنا کي ديد مے
 گل رخسار کا خيال بندھا - بلبل شيدا کا نالہ زار تير کي
 طرح جگر کي پار هوا - الغرض اضطراب و بيقرازي نالہ و
 شيون آه و زاري دن دولي رات چوگني ترقي پاتي گئي *

III. اشعار ذيل کے صنائع لفظي و معني بتلاؤ:

هر شاخ مين هي شگوفه کاري
 ثمره هي قلم کا حمد باري *

تيرے حساد اور خون جگر
 تيرے احباب اور مئي گلزار *

سامے رکھدے سرو و پا کاک بوٽيمار کو
 هي اگر اي مهربان تو مهربان عندليب *

هائهم مين هي گرچه مثل طائر رنگ حنا
 مرغ دل صياد اٿڙجانے کو پر طيارهي *

اغيار مړين تم په مين هجر مين ټږبون
 دل جانا هي اي کاش دل آنے کي مزا هو *

پهتراد يا جلوہ نے تيرے چشم لم کو
 چکرا ديا غمزہ نے ترے طوف حرم کو *

فقط اس لفافے پر هي کہ آشنا کو پہنچے
 تولکھا هي اس نے انشا پر مرانام هي القا *

1. IV. هندؤن اور مسلمانوں اور انکے مذاہب کے باب
میں نوبل صاحب کی کیا رائے تھی؟ 2. انگریزی اور
ایشائی طرز حکومت میں فرق کیا ہے؟ انگریزی
عملداری میں بڑا خطر ناک نقص کونسا ہے؟

۷. حل اشعار ذیل شرح و بسط کے ساتھ کرو:

- (۱) رتبہ گل بازی کا دلا کاش تو پاتا
ہاتھوں سے جو گرتا تو وہ آنکھوں سے اٹھاتا *
- (۲) تنہائی پر اپنے ہوں نپٹ ششدر و حیران
آنے کا جو ہے نام تو رونا نہیں آتا *
- (۳) جستجو میں دل کے بھالنے کے جی کھونا پڑا
جو ہنسی کی بات تھی سو اوسکا اب رونا پڑا *
- (۴) کرئی دل مانگے ٹھاتا تو کہتے تھے ہم منہ دھور کھو
سو یہ کہتے کہتے اب اشکوں سے منہ دھونا پڑا *
- (۵) ابھی تو تم نے پردہ ہی میں اک عالم کا گھر گھالا
کہ جب منہ کھو تو تم آنکھیں لڑاؤ گے تو کیا ہوگا *
- (۶) میں ہوں خورشید مرکوبہ یقین ہی وہ ماہ
آئیگا بام پر تب جبکہ میں ڈھل جاؤنگا *
- (۷) ٹپک پڑتا ہے آنسو بزم خوابان میں جو جاتا ہوں
غرض جسکا مجھے ڈر تھا سو وہ ٹپکا نہیں جاتا *
- (۸) نوا منجی سے دل لبریز ہے مجھ کو حیرت کا
• • • برنگ بلبل تصویر پر بولا نہیں جاتا *

- (۹) جو سوداڻي ساڻڪتاھون ميں امڪي زلفڪي خم کو
 نوچتون ميں ڪهڙي هي ٿجھ ميں يھ سوداڻي ڄاتا *
- (۱۰) عقدۃ دل اپنا ليڃا اس ڀدالله کي حضور
 جسڪي اک اونگلي ميں جرات باب خيبر ڪهل ڳيا *
- (۱۱) ٽرلج وئيغ يڪسواس مرے يوسف کو جون ڏيکھا
 قدم آڳي کو سارے کاروان کا اٿھ لھين سکتا *
- (۱۲) ٽومن کوڊے نہ جولان - هي صيد بستر لوزان
 ڏرھي ڪہ ٿيرے قربان فتراڪ زين نہ ٿوڙيے *

1. VI. مرقوم الصدر پھلي بيت کي ترڪيب ڪرو۔ ٽقطيع
 اُسڪي ڪسطرح هي ؟ بھر بھي ٻٽلاؤ * 2. ڪس نے جرات
 کي انتقال کي تاريخ ڪهي ؟ اور وہ قطعۃ تاريخ ڪيا هي ؟
 3. جرات نے ”ايسے جي“ کن مختلف معاني پر استعمال
 ڪيا هي ؟ 4. اپني درسي ڪتب ميں چند ضرب المثل
 معۃ معني و محل استعمال لکھو *

1. VII. الفاظ مندرجۃ ذيل کي جنس (ٽڏڪير و ٽائيڻ)
 ٻٽلاؤ: لالچ - لوٽس - مولچھ - نشو و نما - ملاپ - کونسل -
 قميص - ڏانڪ - دستخط - پوشاڪ - بسم الله - خندق -
 ڳالھس - سالگرھ - توبہ * 2. لفظ نے ڪس شرط پر فاعل
 کي علامت هو تاھي اور اس کا طريقۃ استعمال ڪيا هي ؟
 3. جرات نے نگاہ - چھب - مکھڑا - قد - رنگ سرخ -
 بکھرے ہوے بال - اور ابرو کو کن جيزون ميں تشبيہ
 ڏي هي ؟

VIII. الفاظ و اصطلاحات ذیل میں کیا فرق ہے ؟ بدل
 اشتمال و بدل کل ; عرف - خطاب و لقب ; امر دعائی
 و امر تعظیمی ; فعل و شبه فعل ; فصیح و بلیغ ; ابہام
 و ادماج - معنی و لغز - لف و نشر و تقسیم - نشر مسجع
 و نشر مرصع - ردیف و قافیہ *

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

HINDUSTANI: TRANSLATION AND COMPOSITION.

I. Translate into Hindustani:—

1. Gather a single blade of grass, and examine for a minute, quietly, its narrow sword-shaped strip of fluted green. Nothing, as it seems there, of notable goodness or beauty. A very little strength and a very little tallness, and few delicate long lines meeting in a point—not a perfect point, but blunt and unfinished, by no means apparently a much-cared-for example of Nature's workman-ship; made, as it seems, only to be trodden on to-day, and to-morrow to be cast into the oven; and a little pale hollow stalk, feeble and flaccid, leading down to the dull brown fibres of roots. And yet, think of it well, and judge whether of all the gorgeous flowers that beam in summer air, and of all strong and goodly trees, pleasant to the eyes or good for food, there be any by man so deeply loved, by God so highly graced, as that narrow point of feeble green.

There are also several lessons symbolically connected with this subject, which we must not allow to escape us. Observe, the peculiar characters of the grass which adapt it especially for the service of man, are its apparent *humility* and *cheerfulness*. Its humility, in that it seems created only for lowest service,—appointed to be trodden on, and fed upon. Its cheerfulness, in that it seems to exult under all kinds of violence and suffering. You roll it, and it is stronger the next day; you mow it, and it multiplies its shoots, as if it were grateful; you tread upon it, and it only sends richer perfume. Spring comes, and it rejoices with all the earth,—glowing with variegated flame of flowers, waving in soft depth of fruitful strength. Winter comes, and though it will not mock its fellow plants by growing then, it will not pine and mourn, and turn colourless or leafless as they. It is always green; and is only the brighter and gayer for the frost.

2. Beat the shining gold, it shines the more,
 And crush the balmy leaf, it smells the more,
 And press the sugar-cane, it tastes more sweet,
 E'en as benignant Heaven's chosen few,
 By ills beset, by penance worn, reveal
 The more their sacred light t' illumine the world.

3. He who let go his hold after climbing a tree and he who borrowed money to lend came to grief. 4. He makes no friend who never made a foe. 5. Neglected calumny soon expires; show that you are hurt and give it the appearance of truth. 6. A boon companion halves the longest way. 7. I will not change a cottage in possession for a kingdom in reversion. 8. Speaking without thinking is shooting without taking aim.

II. Translate into English:—

1. کوئی دنیا میں ظالم کیا نہ ہوگا
- * پر ای بیداد گر تجھسا نہ ہوگا
- ترا دل مسگدل دیکھا میں جیسا
- * کسی کافر کا دل ایسا نہ ہوگا
- کرے گا گر زیادہ مجھکو بیتاب
- * تو اس میں اور تو رسوا نہ ہوگا
- ہوا جب بات کرنا ترک بالکل
- * تو کیا اس بات کا چرچا نہ ہوگا
- بہایا جب مری آنکھوں نے دریا
- * تو اس رونے کا کیا رونا نہ ہوگا
- ہوئی جب بیقراری حد سے افزون
- * اثر کیا تجھکو تھوڑا سا نہ ہوگا
- بہلا میں مرگیا کھینچ اک دم سرد
- * تو اس مرنے کا کیا شہرا نہ ہوگا
- مرے جب بیٹھتے ہی اوتھر چلا تو
- * تو کیا بیتاب دل میرا نہ ہوگا
- قیامت آگئی جب مجھکو اکبار
- * تو اور اک حشر کیا برپا نہ ہوگا

بس اب بہتر ہی مجھ وحشی سے ملجا
 نہیں تیرا بھی دل دیوار ہوگا *
 لکھو جرات کو اپنے ہاتھ سے جان
 کہ ایسا شخص پھر پیدا نہ ہوگا *

2. تاریخ سے ثابت ہے کہ دنیا کے بڑے واقعات اکثر محض خفیف اور ضعیف اسباب سے پیدا ہوئے ہیں جیسے بڑے عظیم الشان درخت چھوٹے چھوٹے بیجوں سے - دنیا کے حالات پر نظر کرنے سے ایسی امید کی جاسکتی ہے کہ شاید تمام روئے زمین پر ترقی کا دورہ شروع ہو گیا ہے - لوگ جو اس زمانے میں پیدا ہوئے ہیں خلقت متقدمین سے زیادہ ذہین اور روشن دماغ اور آزاد مزاج اور وسیع خیال ہوئے ہیں - پس اس زمانے میں رفارم کوئی ایسا بڑا مشکل کام نہیں کیونکہ طبیعتیں خود رفارم کی طرف متوجہ ہیں جیسے بادبالی جہاز کا باد شرط کے رخ پر لے چلنا یا ایک بوجھ کا اوپر سے لیچے کو اُتارنا - پھر اگلے زمانوں میں رفارم کو اپنے خیالات کا دوسروں تک پہنچانا سخت مشکل ہوتا تھا وہ انہی لوگوں کو اپنے خیالات سے آگاہ کر سکتا تھا جنکے ساتھ اُسکو بالمشافہہ گفتگو کرنے کا موقع ملتا - اور اس زمانے میں چھاپے اور ڈاک اور ریل نے ایسی سہولتیں پہنچادی ہیں کہ ایک بات کو مشتہر کرنا چاہو تو ساری دنیا میں ڈھنڈورا پیٹھنے کے لئے شاید ایک مہینہ کافی ہے *

3. کتب خانے - علمی تحقیقات کے کار خانے اور آلات تعلیم و تحقیق کے لازمی و مسائل ہی ہین اور ان کا یہ کار آمد ہونا محض ان کے طریقہ استعمال پر موقوف ہی - ممکن ہی کہ کسی شخص کا دماغ دوسروں کے علوم و فنون سے بھرا ہو مگر اس میں خود تحقیق یا اختراع کا مادہ ہی نہو اور وہ شاگردی کی حالت سے امتدادی کی حالت کو پہنچ ہی نہ سکے ان ایجادوں اور اختراعوں سے جن کا ذکر آگے آئیگا معلوم ہوگا کہ عربوں نے اس علم سے جو انہوں نے دوسروں سے اخذ کیا کس قدر کام لیا - یہاں ہم محض ان اصول کا بیان کرینگے جن پر انہوں نے اپنی علمی تحقیق کا مدار رکھا - یونانیوں کی شاگردی کرنے اور ان کی تصنیفات کو پڑھنے کے بعد انہیں بہت جلد معلوم ہوگیا کہ تجربہ اور مشاہدہ کو عمدہ سے عمدہ کتاب پر ترجیح ہی - اگرچہ یہ قول اس وقت ایک قضیہ مسلّمہ ہی لیکن پہلے ایسا نہ تھا زمانہ متوسط کے علمائے ایک ہزار برس کی محنت میں اس مسئلہ کو سمجھا - تجربہ اور مشاہدہ کو اقوال اساتذہ کے مقابل میں تحقیقات علمی کے اصول قرار دینا عموماً فرانس بیکن کی طرف منسوب کیا جاتا ہی - لیکن اس وقت تسلیم کرنا چاہئے کہ اس کے موجد عرب تھے *

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who

‘counted not their lives dear to them in comparison with their truth to their word, and love to one another.’”

مضمون ذیل پر بزبان ہندوستانی ایک نقل لکھو
گویا کہ تم لڑکوں کے لئے ایک ہندوستانی مخزن
(علی رسالہ) لکھتے ہو:

”دلیا میں ایسے بھی لوگ گذرے ہیں جو اپنی
جانوں کو عزیز رکھنے کی بنسبت زبان کی سچائی اور
باہمی محبت پر زیادہ فدائی تھے“ *

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

MARATHI: TEXT-BOOKS AND GRAMMAR.

खालीं दिलेल्या पद्यांचा अर्थ स्पष्टरीतीने मराठींत
लिहा—

1. तो कवि सुतपा दास प्रभुचा धरि कश्यपर्विसुतपादास ।
तो आलिंगनदाने ताते केला सुखी प्रमीदनदाने ॥

हा बुधमुक्ताहार ज्ञानिजनाचा यथेष्ट अमृताहार ।

* झाला पविप्रहार त्रिदशरिपुला खनंदनव्याहार ॥

कृत्याकृत्यविधाने वद गिरिजळविपिनवासिजनसंधाने ।
कंटकशोधन काने एकावे ते हि सांगणे तोकाने ॥

योनिहस्तांत मला भ्रमतां ही अच्युता शांतमला ।

भक्ति असो वरदेहा भास्वरदेहा प्रपूतिद्विरदेहा ॥

२. जसी ओढिली सूर्यकन्या हळाने बळाने जगन्नायकाने

[बळाने] ।

नदीकक तैशीच अद्यापि आहे, कथासूचवी काय

[सर्वाजनाहे ? ॥

ज्वलच्चक्रज्वालापटपरिवृते होरपळती ।

बळे भूतांचीं तीं जव करनियां थोर पळती ॥

दवग्रस्तारण्य त्यजुनि सकुळ व्याळ पळती ॥

पळे तैसा थारे न दहन असत्काल पळ तो ॥

फोडूनि मद्यघट दाखवि सर्परा मीं

ऐसा असा कळवि मर्कट दर्प रामीं, ।

जात्या कपी अयुतनागबळ प्रभूते

केळीं रणे गणिल काय बळ प्रभूते ? ॥

जेणे यान भवाख्यपंककुहरीं हे रेवती देवरा ॥

ऐशा दीन जनावनैक चतुरा हे रेवतीदेवरा ! ॥

नामे नित्यतुङ्गी, असोत वदनीं ज्यां मुक्तिसोपानता ।

साजे पाय मनीं वसोत भजतां या मोक्षसोपानता ॥

देवर्षींच्या मनांत प्रथमयदुवरे यज्ञकार्यास जावे,

सम्यक्सांतीं प्रपन्नक्षितिपसमवनीं कीर्ति आधीं सजावे, ।

कार्ये दीन्ही हि दासामरतरुसि मते ते कळे उद्धवास,

प्राथीं तो प्राज्ञ ऐसे सदभिमत् जया मानवे श्रीनिवास ॥

II. 1. वियोगदहनप्रस्तवजोपेक्षण, श्रीसूर्यकन्यातटी ; मूर्च्छ-
 दूपांशुच्छेदी, दीर्घसशदिवेषरचना ; कृत्रिमशार्ङ्गनन्दकगदाच-
 क्राब्जविद्युत्पटा ; इष्टवरायुतायुत ; क्षणविधृतलयाकाराग्निशीलांग ;
 मणिकनकरथस्तोम ; असाधूरगा ; सुधांशुरचि ; तापध्वान्तविना-
 शदक्ष ; रिपुयशोजीवनद्रव्य ; ज्याघातलेखाधर ; यद्विषुशिशिमुखी ;
 धीमदमरश्रीमन्नुता ; प्रपन्नविपन्नगैकपविस्तुते . श्रीमविरामवारिद-
 घश, मुसलशरधनुश्शक्तिकुंतोग्रपाणी, शतजनूरूढा, प्रेमप्रसरज-
 लरुद्वैक्षणयुग. 2. अनूरुवर्ण ; सत्वान्यगुणप्रकृति ; सन्मति-
 निधिवैश्रवण ; करुणाकंचुक ; त्रिविष्टप ; मंत्रजनितसा ; जीवन-
 घस्मरविपदा ; व्याळभक्ष्यासना ; भाळदृक्सन्नुता ; शतधृतिसुरवास-
 वाराध्यपादा ; मामनीधीश्वरा ; अलाबु ; निर्वाण ; अविदग्ध ;
 किशोरक ; — यांवर टीपा देऊन यांचा अर्थ स्पष्ट करा.

III. 1. देवगड किल्ल्यासंबंधाची ऐतिहासिक माहिती थोड-
 क्यांत सांगा. 2. एकनाथाच्या शौर्याविषयींची आख्यायिका
 संक्षिप्तपणे सांगा. 3. जनार्दनपंतांनी एकनाथास ज्या प्रसंगी
 गुरूपदेश केला त्याचे थोडक्यांत दिग्दर्शन करा. 4. एकना-
 थाच्या अद्भुत चमत्कारांचे समर्थन चरित्रकाराने कोणत्यारीतीने
 केले ते सांगून 'हरिपंडित व पत्रावळी' या संबंधाच्या चम-
 त्काराचा सारांश द्या. 5. एकनाथाच्या उपलब्ध ग्रंथांची नावे
 देऊन, चरित्रकाराने त्याच्या कवितेत जे गुण आहेत स्पष्टपणे
 सांगितले ते सांगून त्याने दाखविलेल्या दोषांचे स्पष्टीकरण करा.

IV. 1. मोरोपंत केवळ भाषांतरकार आहे असा आक्षेपकरणाच्या लोकांचे' मत चुकीचे' आहे असे' ज्या पद्यांवरून सिद्ध होत असेल अशी तीन पद्ये' अथवा त्यांचा सारांश द्या.

2. 'पाठीराखा इभाचा,' 'शिवि,' 'अंबरीष,' 'शिशुपाल'—यांच्या संबंधाच्या पौराणिककथा द्या. 3. 'व्यतिरेक,' 'अर्था-न्तरन्यास,' 'पर्यायोक्त' या अलंकाराची' उदाहरणे' कृष्ण-विजयांतून द्या, व उपमा व उत्प्रेक्षा यांतील परस्पर भेद सांगून रूपकाचे' व श्लेषाचे' एकेक उदाहरण द्या. 4. मूळांतील वर्गन पंतांनी' अगदी' थोडक्यांत केले' आहे अशा दोन स्थलांचा निर्देश करा. 5. हास्यरसाचे' भेद; अष्टमूर्ति; अक्षौहिणी; पौड्रकवासुदेव; द्विविद; लक्ष्मणा व सांब; लोकपाल; वीररस व त्याचे' भेद; पंचयज्ञ; यांवर टीपा देउन त्यांचा अर्थ स्पष्ट करा.

V. 1. प्रह्लादाला ताळ्यावर आणण्यासंबंधाने' ज्या उपायांची' योजना त्याच्या बापाने' केली ह्मणून सांगितले' आहे त्याचे' संक्षिप्त वर्णन करा. 2. आर्यागीति व सारंग यांचे' लक्षण द्या. 3. बलरामाने' कालिंदी ओढून आणिली ही कथा जनांस काय सुचविते? 4. एकनाथाने' आपले' नांव एक्या जनार्दन असे' कां ठेवून घेतले? 5. मुसलमानांस अविंध व समशेरकुराणवाले' असे' कां ह्मणतात? 6. "ऋणं कृत्वा घृतं

पिबेत् ” हे' कोणाचे' मत आहे व त्याचा अर्थ काय ? 'सग-
ळ्या भाताचा वैश्वदेव,' 'काकतालीयन्याय,' 'शुकनलिका
न्याय,' 'काकाक्षिगोलकन्याय,' 'बादरायणसंबंध,' 'ग्यानाचा
एक्या नाम्याचा तुका'—यांवर टीपा देऊन यांचा अर्थ स्पष्ट
करा. 7. मुक्तेश्वराचा व एकनाथाचा काय संबंध होता ?

VI. 1. (a) लावि कर त्या तत्ता न अंगा रवी, (b) जेणे
कुलकुशल धरी रगण होऊनि खाटे, (c) सेवा सांगुनि वृणि-
वैभव विभोविश्वाननीं वर्णवा, (d) अशां क्षितिभरा कां पांच-
वी बांचवी, (e) पादत्ताणहि कीं शिरीं समुकुटस्थानीं पाहतें
चढों—यांचा भावार्थ सांगा. 2. 'प्रह्लादविजया' चा उल्लेख
पंतांनीं आणखी दुसऱ्या कोणत्या ग्रंथांत केला आहे ?

3. नरवीर्यतिमिरतरणि, स्वभक्तबाधाजिष्णु, दानार्द्रद्विपयूथना-
यक्रशिरोमुक्ताफळीं, यमदंडाघातभीतसज्जनकवचे'—यांचा विग्रह
करून समासांचीं नांवे सांगा.

VII. 1. सत् + शास्त्र ; ऋण + ऋण ; षट् + मास ; गुरु +
आज्ञा यांचे संधि करा. 2. परोत्कर्षासहिष्णु, अभिनन्दन,
श्रोतव्यं दातव्यं, अर्थवाहक, यांचा वाक्यांत उपयोगकरून दा-
खवा. 3. ईषदथीं व अतिशयाथीं लागणारे तद्धित प्रत्यय
कोणते ते सांगून त्यांचीं दोन उदाहरणे द्या.

VIII. 1. शिलंगण, दिवाळी, ओं.वळे, अनशूद, व गांठ, यांचीं

मूळचीं रूपे' द्या. २. उपमानपूर्वपद कर्मधारय व अवधारणा पूर्वपद कर्मधारय यांचीं २ उदाहरणे' द्या. ३. 'बहुव्रीहि' समासाच्या निरनिराळ्या भेदांचीं नांवे' व उदाहरणे' द्या व द्वितीया व चतुर्थी यांतील भेद उदाहरणांनीं स्पष्ट करून दाखवा. ४. पदधातूच्या गणासंबंधानें काय विशेष आहे ते सांगून, जीं क्रियापदे सर्मक असून अर्मकही असतात अशा क्रियापदांचीं २ उदाहरणे' द्या. ५. संस्कृतांत षष्ठीचा संबंध साक्षात्क्रियेशीं होत नाही, प्राकृतांत क्वचित् होतो हे स्पष्ट करून दाखवा.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
MARATHI: TRANSLATION AND COMPOSITION.

I. Translate into Marathi: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

१. पूर्वनिर्दिष्ट गुणांशिवाय निरभिमान, भूतदया, निरिच्छता, आत्मनिग्रह, स्थैर्य, समचित्तत्व, विषयवैराग्य, परोपकार आदि-करून जे गुण खऱ्या साधूच्या ठिकाणीं अवश्य पाहिजेत, व ज्या गुणांचीं लक्षणें समर्थासारख्या पुरुषश्रेष्ठांनीं, व तुकोबा-सारख्या सत्पुरुषांनीं बांधिल्लीं आहेत, ते सर्व गुण मूर्तिमंत एकनाथाच्या ठिकाणीं होते. "जगाच्या कल्याणा संताच्या विभूती, देह कष्टवीती उपकारे" ही जी शूद्रकवीची उक्ति, त्याप्रमाणें अक्षरशः. एकनाथाचें वर्तन असे. यानें नीतिभ्रष्ट व अज्ञानांधकारांत चांचपडत असलेल्या लोकांस उपदेशामृत

पाजून व नीतिपर ग्रंथरूप दीपिका उज्वलित करून, नीतिसंपन्न व ज्ञानी करून सोडले ! आपल्या अद्वितीय गुणांच्या योगाने जगास चटका लावणाऱ्या ह्या दयार्द्रपुरुषाने स्वकष्टार्जित संपादन केलेले ज्ञान, विद्या व धन हीं परोपकारीं खर्च केलीं !

२. आपल्या गंभीरमुद्रेने व अत्यंत मित भाषणाने प्रेक्षकांच्या मनांत भीती उत्पन्न करणारा व केवळ भ्रूसंज्ञेनेच दुसऱ्याच्या वाक्चापल्याचे नियमन करणारा दरबारांत बसलेला नाना फडनवीस निराळा, आणि या पक्षांच्या द्वारे मन मोकळे करून इंग्रजांच्या लढाईचा ओघ जसाजसा अनुकूल किंवा प्रतिकूल दिशेने वहात गेला, त्या त्या प्रमाणे उत्साह, भीति, निराशा, चिंता इत्यादि मनोविकार स्पष्टपणे प्रगट करणारा, पेशवाईच्या सरदारांस कधी उत्तेजन देऊन कधी व्याजोक्तीने ताडण करून, कधी आर्जवे करून इंग्रजांशी लढण्याकरितां उद्युक्त करणारा व आपल्या स्वामीभक्तीने उद्दीपित अशा अन्तःकरणाची त्यांवर छाप पाडणारा असा हा चौकस, सावध, दूरदृष्टि फेकणारा नाना फडनवीस निराळाच होय !

३. भंग क्रुद्धद्विषांच्या प्रथमचि समरीं होयजैसा रदांचा ;
तैसा वीराधिपांच्या निजविजयरणीं नाश झाला गदांचा ;
जाणो त्या अर्कशाखा मगधकुलकुलेत्तंस ते मत्त दंती,
केले दीर्युद्ध त्यांही त्रिणवदिन खरे, ह्मे त्वहे किंवदन्ती.

अक्षकोडा न मोडी व्यसनिजन तसा तींत नाहींच गोडी
भीतात्पत्राण जोडी, प्रभुसि विदित कीं शक्ति

[त्या फार थोडी,

विघ्नाच्या ज्यास कोडी प्रणति करनिया टाकिली

[सर्व खोडी,

दुर्वासा हात जोडी 'शरण' ह्मणुनि ज्या त्या

[स्वचक्रास सोडी.

वेदान्ती नास्तिकांनीं, हरिशिशु अथवा वेष्टिला दिग्द्विपां-

[नीं,

कीं सेनानी रणांत स्वरधिपरिपुंनीं वेष्टिला निष्कृपांनीं

उद्दाम स्वप्रताप प्रकट करि, धरि त्रास कां ? सांब लावी,

त्यांला लज्जामल, ज्या धनुसि, वरिशर क्रोध, युद्धा बलावी.

ऐशीं सुखजनकवचे' यमदंडाघातभीतसज्जनकवचे' ।

तो विषयवसुरतरुची न धरी कुमति साउली त्यजी

[सुरतरुची ॥

कथिती दैत्य नृपाते' नीरनिधि क्षोभला किशोर निपाते' ।

त्यासि ह्मणे तो अद्य त्रिदशाधिपशत्रु वज्रसोदरहृदय ॥

जलधरपटलसमान द्युति कोस्तुभकंठ पीतपटलसमान ।

कारुण्यवदक्षम हा भुज भुवनलयस्थितिप्रभवदक्ष महा ॥

घडली पातकराशी देवा तव पाददासपातकराशी ।

त्या मूढ्या जनकमळक्षपणीं करुणा करू तुझे' पदकमळ ॥

4. शत्रुघ्न क्रुद्धतेऽहं नवशरानिकरे' शत्रुला क्षिप्रताडो ।
 'तो त्याचे' तद्रथाचे' रज अनिलकरे' स्वर्गलोकासि धाडो ॥
 सौमित्राच्या हृदय्जीं क्षत करनि रथोपरथदेशी'च पाडो ।
 तत्सेनामांसखंडे' बककरटशिवागृध्रयूथासि बाडो ॥

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who 'counted not their lives dear to them in comparison with their truth to their word and love to one another.' "

मुलांकरितां देशभाषेत नियमित कालीं प्रसिद्ध होणा-
 च्या पुस्तकाकरितां ह्यापून, खालीं दिलेल्या मुद्यांचे ज्यांत
 प्रतिपादन केले आहे अशी एक गोष्ट लिहा— “ ‘एकमेकां
 विषयींचे’ प्रेम व आपल्या शब्दाची सत्यता यांच्या मानाने’
 आपल्या जीवितांस प्रिय न मानणारे,’ असे पुरुष या जगांत
 होते.”

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. 1. குருகேஷத்திர மென்றதற்குப் பொருளென்ன? அத
 ற்கு வேறொரு பழைய பெயரென்ன? கௌரவரும் பாண்டவ
 ரும் போர் நடத்திய இடத்துக்கு இப்பொழுது வழங்கும் பெய
 ரென்ன? சமந்த பஞ்சகம் அதற்கு இன்ன திக்கிலுள்ளதென
 நியாயத்துடன் கூறுக. இந்திரப் பிரத்தம், அத்திஞபுரி இவை
 எவ்விடத்துள்ளன? யார் யாருக்குரியன? உரிமை யெப்படி
 உண்டாயிற்று? பாரத யுத்தத்துக்குக் காரணமென்ன? 2. பார
 தப் போர் என்னென்ன பருவங்களாக வகுக்கப்பட்டிருக்கின்
 றது? அவ்வாறு வகுக்கப்பட்டதற்கு நியாயங்களென்ன? இப்
 போரின் முடிவென்ன? அம்முடிவுக்குக் காரண மின்னதெனத்
 துரியோதனன் வாக்கைக்கொண்டு கூறுக.

II. 1. செருப்புலக்கையாமுரலிடை விருதராந்தினைக்குரல்
[சீனச் சேர
மருப்புலக்கைகொண்டிடிக்கும்வெஞ்சினமனமத்தவா
[ரணமன்னான்
பொருப்புலக்கையுற்றலமரவரிந்தவன்புதல்வன் மே
[லொருபார
விருப்புலக்கைகொண்டெறிந்தனவனு மஃதென்
[முறிபடவெய்தான்.

2. தியங்குகின்றபேருறு திகண்டியங்குதல்சிந்தையிற் சி
[றிதற்ற
புயங்ககேதனன்கண்ணினுக் கிமையெனப் பொருப
[ட்டையுடன்சேர்ந்தான்.

3. யாதுமோதெளிதிநின்போலேற்ற முள்ளவர்க் கிவ்

போதுமோபூண்டபூண்ட புகழெலாம் போய்விடா
[தோ.

4. வஞ்சனைவழியிலொழியநேர்படவன்பொடு மறமும்
[றமதாம்வகை
யெஞ்சியபதினெண்வகைகொணா னு மி ன் ற ம ர்
[பொருததுரக்கேதுவே.

(a) இவற்றுள் 1-க்குப் பதவுரையும் மற்றவைகளுக்குப் பொழிப்புரையு மெழுதுக. (b) 1-ல் உள்ள அணியின்னதென விளக்க. (c) 3 -வது யார் யாருக்குச் சொன்னது? சொன்ன தின் நோக்கமென்ன? 4-வதிற் கூறிய விஷயத்தைச் சில சங்கதிகளால் விளக்க.

III. 1. குளத்தில் முழுகியிருந்த துரியோதனனை வெளியே வரும்படி செய்ய வீமன் என்னென்ன சொல்லி யழைத்தான்? 2. மானகஞ்சுகன், ஞானபண்டிதன் - இவை யாரைக் குறிக்கின்றன? இப்பேர் அவர்களுக்கேற்றவை யென்றதைச் சில சங்கதிகளால் தெரிவிக்க. 3. மானகஞ்சுகனாவன் “மானபங்க மறந்து தன்னெஞ்சினுக்கான தம்பியளித்தவர் தம்மொடுங்கோனிலம் புரக்கும்படி கூறுவாய்” - என்றது பொருந்துமா? 4. “அம்பியிழந்த பெருங்கடல் வாணர்”—, “கடனீந்தி யேறி னர்க்குக் கழிகடத்தலரியதொன்றோ”—“அங்கை நெல்லிக் கனி”—“ஏற்றிடை வெங்கன னுழைந்ததென்ன? இவை யென்னென்ன பொருளை விளக்கும்படி கூறப்பட்டன?

IV. 1. இவற்றுக்குப் பெயர் என்ன? சிவன்சடை, வீமன் கதாயுதம், கண்ணன் சங்கம், அசுவத்தாமன் சிவனிடம் பெற்ற ஆயுதம். 2. (a) இவற்றுக்கார்த்தமென்ன? அண்ணிய, ஆனாது, நினை, விலோதனம், கயில், விண்டார்; ஆடல்மா, பாயதடம், பார்மகள் முதுகுற, ஊறின் மிஞ்சிய, உறைத்து மீளவுமுயிர் த்து, நாகர்கள் இறைகொள, ஒருபாலிறை கொண்டொழிசேனை, தேராளிற் சிலர் வேறெவ்வார், (b) ஆனாது, இதற்கு வேறு ரூபம்; ஆடல், பாய, இறை, இறை இவற்றின் பகுதிப்பொருள்; உற, ஊறு, உறைத்து-இவற்றின் பொருள்களுக்குள்ள சம்பந்தம் - என்ன? (c) விதி தனக்கு விதிபோல்வான், செப்பாத வாய்மையெலாஞ் செப்பினான், சடையோன் வழங்கிய படை முன் பிழைத்தவர் யாவரேபிழைத்தார், பாலர்மகுடம் துணித்த தின் நென்ன வீரியமென் னினைந்தென் செய்தாய். இவற்றின் பொருளை விரித்துத் தெளிவாயுரைக்க.

V. 1. இல்லறவியல் என்றாலென்ன? அவ்வியலைச்சேர்ந்த இரண்டு மூன்றதிகாரங்கட்குப் பேர்கூறி அவை எவ்வாறு அவ் வியலைச் சேர்ந்தவையென விளக்க. 2. இவற்றுக்கார்த்தமெழுத-குழக்கன்று வல்லதாம் தாய்நாடிக் கோடலை; சல்லாதார் சேதன மென்னுமச் சேறகத்தின்மையால்; வையத்து மன்னிய மூன்றில் நடுவணதெய்த விருதலையுமெய்தும்; கொடுவினையராகுவர் கோடாருங் கோடிக்கடுவினையராகியார்ச் சார்ந்து.

3. உறற்பாலநீக்கலுறுவர்க்குமாகா
பெறற்பாலனையவுமன்னவாமாரி
வறப்பிற்றருவாருமில்லையதனைச்
சிறப்பிற்றணிப்பாருமில்.

(a) வெண்பாவுக்குரிய சீருந்தலையு மின்னின்னவெனக் கூறி இச்செய்யுளைக் கொண்டு சுருக்கமாய் விளக்க. (b) உறற் பால என்ற அடியின் பொருளடங்கிய அடி யொவ்வொன்று பாரதம், இராமாயணவெண்பா, பன்னூற்றிரட்டு-இவற்றிலிருந் தெழுதுக. (c) செய்யநன்றி கொல்லுதல் எத்தன்மைத்து? மூடர்க்குச் செய்த உபகாரம்-இருமையுஞ் சுடும், எப்படி?

VI. 1. யுத்தபூமியில் மூர்ச்சித்துக் கிடந்த இராமலட்சுமணரைக் கண்டு சேதையும், புத்திரரைவர் தலையற்றவுடலைக் கண்டு திரௌபதியும் வருந்தினதை விவரிக்க. இருவரையும் யார் எவ்வாறு தேற்றினார்கள்? 2. இன்றுபோய் னானாவந்து பொன்றுக. இது யார் யாருக்கு எப்பொழுது சொன்னது? இது

போல வீமன் எப்பொழுது யாருக்குச் சொன்னான்? 3. வெம்சுசி நேர்பஞ்சு, அஞ்சிறையானீவி, முனிவிற்குத்தினுன்றாய்-வண் டுன் வீழ்த்தான், இவற்றின் பொருள் என்ன?

VII. 1. இவற்றுக்கர்த்தமெழுத. எவ்வுறக்கற்ற நூல், ஒற்க மின்று, உற்றுழியுதவியும், ஒற்கத்தினூற்றாந்துணை, எச்சமென ஒருவன் மக்கட்குச் செய்வன விச்சை, வண்ணப்பொன் செய்வ செயியல்ல. 2. கல்விகல்லாத் தொழிலினை விடவே வேண் டும் - யார் யாருக்குக் கூறியது? கல்விக்கு விளக்கு என்ன?

VIII. 1. அரிச்சந்திரன், சந்திரமதி, இவர்கள் குணதீசயங்க ளின்னவென இரண்டொரு திருஷ்டாந்தத்தோடு கூறுக. 2. அரிச்சந்திரன் சந்திரமதியின் தலையைச் சேதிக்க வாள் வீசின பொழுது நடந்த தென்ன? 3. பச்சாத்தாபம், அதர், வெறுக் கை, கையர் - இவற்றுக்கர்த்த மென்ன?

IX. 1. வினைப்பகுதி வினையெச்சப் பொருளிலும், தன்வினை பிறவினைப் பொருளிலும் வருதற்குதாரண மெழுதுக. 2. கற்று ணர்ந்தோரைத் தலைநிலத்து வைக்கப்படும்—ஆறு போயற்று,— வைக்கப்படும், போயற்று - இவற்றுக்கிலக்கணங் கூற. 3. வி, பி, என்றவை முறையே எவ்வெவ்வகையான பகுதிகளுடன் சேர் ந்து பிறவினைப் பொருளில் வரும்? 4. ஒரு சொல் (a) வினை யெச்சமாயும் பெயரெச்சமாயும் வருதற்கும்; (b) செய்வினையா யும் செயப்பாட்டு வினையாயும் வருதற்கும் உதாரண மெழு துக.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TRANSLATION AND COMPOSITION.

I. Translate into Tamil: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

1. அரங்கினிவட்டாடி யற்றேநிரம்பிய
நூலின்திக் கோட்டி கொளல்.
2. கற்றிலாய்கலை கற்றுண ரார்முக
முற்றநோக்கின் மயானத்தையொக்குமால்
பெற்றுளார்பெறும் பேறுதங்காதலர்
செழுந்தகல்வியிற் றாயரென்றோதலே.

3. எண்ணியகருமமுடியினு முடியாதொழியினுமீசனை
[த் தொழுதல்
புண்ணியமெனுமாறுன்னியாங்கொருதண் பொய்கை
[யிற்புனல்படிந்தேறிப்
பண்ணியவிசையின்படிவமாந்தெரிவைபங்களைப் பங்
[கயமலர்கொண்
டண்ணியகருத்திலிருத்தியஞ்செழுத்தாலாக மப்படி
[யடிபணிந்தான்.

4. அலகுசால்கற்பினறிவுநூல்கல்லா
துலகநூ லோதுவதெல்லாங்—கல்கல
கூஉந்துணையல்லாற் கொண்டெமொற்றம்
போஒந்துணை யறிவாரில்.

5. சாகரத்திற்கொப்புரைக்கிற் சாகரமே யொப்பாரீண்
மாகமதனுக் கொப்பம் மாகமே—யேருகனை
யேற்றுசிலைகக்கொண் டிராமனுமிராவண்ணு
மேற்ற சமர்க் கஃதே யிணை.

6. (a) வனங்களினின்றும் இருண்டநிறமும் சுருண்ட குஞ்சியும் சுளித்த முகமும் நெறித்த புருவமும் தடித்த உடலும் வரையொத்த மார்பும் மல்லடுத்த தோளும் வில்லெடுத்த கையும் எரியுமிடும் விழியும் உருமஞ்சு மொலியும் உடைய ராய்ப் பாசங் கைக்கொண்டு மீசைமுறுக்கி அரையிற்கச்சுக் கட்டிக் காலில் வீரக்கழலணிந்து வாள் விசித்து இருப்புக்கவச மணிந்து பொருப்புக்கள் பொடியாக நிலம் நடுங்க விடந்திரண்டன்ன மேனியராகிச் சேனைத்தலைவர்கள் பிரயாண பேரிகை யோடெழுந்தனர். (b) பொய்யி னூங்கு பகையுமில்லை, மெய்யினூங்கு நட்புமில்லை. டனைவி மக்களிடத்திற் பற்றுவிட்டவர்களே ஞானிகள். “அற்றது பற்றெனிலுற்றது வீடு,” “யானெனதென்னுஞ் செருக்கறுப்பான் வாணோர்க்குயர்ந்தவுலகம் புகும்.” ஆதலின் இழிவான உடல் பொருள்களிற் பற்றெழிந்து அழியாப் பொருளீட்டலே தகுதி. பூமியும் புத்திரரும் பாரியையும் சரீரமும் நீர்க்குமிழிபோல் நிலையற்றவை. ஆன்மாவொன்றே ஞானமயமா யொளிவிட்டென்று மழியாமல் பரம்பொருளோ டொன்றுவது. அப்பரஞ்சோதியைப் பற்றற்றே பற்றவேண்டும். ஆதலால் டனைவிமக்களிற் பாசம் வைவாது நின்பொய்யா விரதம் போற்றுக. “பொய்யாமை பொய்யாமை யாற்றினறம்பிறசெய்யாமை செய்ப்பாடென்று.”

అంతోదాన్తేయమయ్య. “ఎల్లావిలుగ్గూం విలుగ్గల్ల శాన్
గ్రోర్కత్తుం బొమ్మబావిలుగ్గే విలుగ్గు.” అతనినూ వ్రు అధి
వుమిల్లె.

III. Write as if to a vernacular magazine for boys a story illus-
trative of the following:—“Men there were in the world who
'counted not their lives dear to them in comparison with their truth
to their word, and love to one another'.” బిన్ వరువతర్కు ఉతా
రణమాక యు కతాయెస శిరువార్కలగ్గకాన్ యు శతేశపాబూ
పత్తిగిగ్గకక్కు యు తువతుబొలెయ్యు తుక :—“వాక్కుతత్తత్తి
కిణ్ణుగ్గ నడత్తలిన్ముం యువరై యొరువార్ నెశిత్తలిన్ముం అతి
కమాకత్ తగ్గలయిరై మతియాతవార్కల ఉలకత్తిలిరుగ్గతన్.”

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

TELUGU : TEXT-BOOKS AND GRAMMAR.

I. 1. సంస్కృతమహాభారతమును రచించిన దెవ్వరు ? మొదట
నీభారతకథను వినినరా జెప్పుడు ? అతనికిని బాండవులకును గల
బాంధవ మేమి ?

2. రూపకము లెన్నివిధములు ? వానిని బేర్కొనునది. అందు
స్వాధ్యాయోగంబునకు గలవిశేషము లేవి ? ధనంజయవిజయము
కాక మఱియొక్క వ్యాయోగముం దెలుపుడు. ధనంజయవిజయ
మున బీజమెది, కార్యమేది ?

3. మల్లారెడ్డి యేకాలపువాడు ? అతనికవిత్వముంగూర్చి
మియభిప్రాయ మేమి ? తిక్కనశైలికిని మల్లారెడ్డి శైలికిని గలభేద
మేమి ?

II. 1. కాకమానిమూర్తిచే రచితము లైనకావ్యములం బేర్కొని
యాతనిశైలింగూర్చి మియభిప్రాయములు చెప్పుడు. ఇతడె బట్టు
మూర్తి యనుటంగూర్చి చర్చింపుడు.

2. ధనాభిరామ మెవ్వరిచే రచితము ? ఈగ్రంథమున కేదేని
నామాంతర మున్నుం దెలుపుడు.

3. చంద్రాంగదచరిత్రశైలి యెట్టిది ? అందలికథ యెందుండి
గ్రహింపబడినది ? తత్కృతికర్తకాలనిర్ణయ మొనరింపుడు.

4. అభినవవాగనుశాసనుఁ డెవఁడు? అతని కావే రెట్లు సిద్ధించి యుండును? అతనికి వేటుబిరు దేమి? అదెట్లు సిద్ధించెను?

III. 1. ఈశ్వరుఁడువోలే గాధేయుఁ డేగుదేర—గాధేయుఁ డెట్టి శ్వరుం బోలెను? దండప్రణామంబు లన నేమి?

2. నూతసుతుండు వీఁ డనక... నన్నుఁ దనయంతటిమానిసిఁ జేసి యుండ—ఎవ్వఁ డెట్లు తనయంతటిమానిసిఁగాఁ జేసెను? ఎప్పుడు? ఏల?

3. కారవులయెడ దండంబు దక్క నొం డుపాయంబు లేదు—మిగిలినయపాయంబు లేవి? అవి యేల పనికి రావు?

IV. 1. స్వామి యవధారు శ్రీ హరిశ్చంద్రభూప
రాజునై కువలయ మీపు ప్రబలఁ జేయఁ
జాల నిన్నాశ్లదనుక నీచల్లదనము
గలుగ నుంటిమి దోషాంధకార మణఁగి.

2. నీయనుజులు దివిజులకు న
జేయులు ధృతరాష్ట్రసుతులఁ జెందుట వ్రేఁగే
తోయజనాశము గజలీ
లాయత్తము గాదె యెత్తు మాహవమునకుక.

3. చక్రవర్తియుఁ బుణ్యజనుల నొంచినఁ బుణ్య
జనుల రక్షించెడి చక్రవర్తి
రాజమూలియును గోత్రంబు వంచినను గో
త్రములు లిన్నఁగ నిల్పురాజమూలి.

ఇందు మొదటి రెండుపద్యములకు దండాన్వయమును, మూఁ డవ పద్యపాదములకుఁ బ్రతిపదార్థమును, అన్నిటియందలియలంకార ములను వ్రాయునది.

V. 1. దీనికి మూలము శకునియు నేనును దుశ్శాసనుండు—ఇదె వ్వరిమాట? దేనికి మూలము? వీ రెట్లు మూల మైరి?

2. "అగ్నికుండమున ద్రోణాచార్యునకు స్థాళ మొనరించు

దానికై యుద్భవిం" చినవాఁ డెవఁడు? ఎవఁడు "భీష్మునకు మృత్యు వై జనించిన వాఁడు"? వా రట్లు పుట్టుట కేమికారణము?

3. చంద్రోదయంబునకు మహార్ణవంబునుంబోలె ఘోషములు చుండె—ఏది? ఎప్పుడు? ఏ కారణముచేత?

VI. 1. వారలంతలంతలు సేయుదురయ్య, 2. ఉక్కుముట్టినఁ దెంపు గలరు, 3. ఈతతాటలు మఱుమాట లిచ్చి, 4. అప్పాపాత్తుం డెట్లు నుం జక్కంబడక తనచలంబుతోడన పొట్టుపార లయ్యెన్, 5. వెడ వెడ యేను దొల్లి యిది వింటిన్—వీనియర్థములను విశదపఱుపుఁడు.

VII. 1. నొగలపై ... యొప్ప ... కేతువు మెఱయంగ నరదంబు మెఱుంగు లడర! ... పూరించె దేవదేవు! ... మున్నుగా ఫల్గునుండు—బొట్టు లుండుచోట్ల విడువబడి యున్న పదములను వరుసగా వ్రాయుఁడు.

2. త్నత్త్రియద్యూతమును, రణయజ్ఞమును వర్ణింపుఁడు.

3. ఇంద్రసంప్రేషితాభ్రచరేంద్రబద్ధ
చూడవైతివి గద భీతి సుదయఁడైన
ధర్మజానియాజ్ఞ భీమునితమ్ముడైన
పార్థుఁ డొనరించినది బాణపంజరంబు—

దీనితాత్పర్యము చెప్పి యిందు నూచింపబడినకథం దెలుపునది.

4. హరివిద్యేషుల డాయుచుఁ

దిరముగ నొక చెంచులదొర తెగిపడ నఱకెన్

హరివిద్యేషుల కరయం

దొరకునె సద్గతి యు నల యధోగతి దక్కెన్.

ఇందలియర్థము విశదీకరించి యలంకారములం దెలుపుఁడు.

VIII. 1. సంస్కార మన నేమి? జాతకర్తాది సంస్కారంబులలో నొకయాటింటిని దెలుపుఁడు.

2. జిలుంగుఁగోకలు, పిల్లికూనలు, ఎఱుకుదొరలు, జడదారి మూకలు—వీనికి సమానార్థము లగుసాంస్కృతికసమాసములు వ్రాయుఁడు.

3. తాపసశ్రేష్ఠుఁడు, అవనీవిభుఁడు, అంగలతిక—వీనికి సమానార్థము లగునాచ్చికనమాసములు వ్రాయుఁడు.

IX. 1. వీడు, వీఁడు ; బ్రహ్మణ్యము, బ్రాహ్మణ్యము ; దొరయ్య, దొఱయ్య ; కిరాటుఁడు, కిరాటుఁడు ; జాగిలము, జాంగలము ; కాసరము, కాసారము ;—వీనియర్థములఁ దెలుపుఁడు.

2. తారకలు, ధర్మము, ఇనుఁడు, ధనంజయుఁడు, వాహిని, సారంగము—వీనినానార్థములు వ్రాయుఁడు.

3. పితౄణము, విష్ణ్వంశము, వాఙ్మేపుణము, మనస్తాపము—వీనిని విసంధిగ వ్రాయునది.

4. తామరలవంటికన్నులు గలది, హృద్యమైనచారిత్రము గలది, రమ్య మైనగాత్రము గలది—ఈ విగ్రహములకు సమాసములు వ్రాయుఁడు.

5. మూఁడు నిత్యైక వచనములును, మూఁడు నిత్యబహువచనములును వ్రాసి మహత్తునకును మహతికిని ఏకరూపమే గలశబ్దముల రెంటిని వ్రాయుఁడు.

6. (a) అధిపుఁ డభిషేకించెన్ । జనులెల్ల సంప్రమోదంబునఁ బొందఁగన్. (b) ఒంటెద్దుఁ బెట్టుక శివుఁడు మాతోఁ గృషి సేయఁ గలఁడె. (c) ఒక కూసాకపూహ యొనర్చి యిట్లనున్—ఇందలివ్యాకరణవిశేషములం దెలుపునది.

X. 1. కన్ఱనిజన్మక్రమంబుఁ దెలిపి యాతనికిఁ గన్ఱు డనుపేరు వచ్చుటకుఁ గారణము వ్రాయుఁడు. నూతగృహమున నతఁ డే పేరం బ్రసిద్ధుఁ డయ్యె. ఆ పేరునకుం గారణ మేమి ?

2. నకులసహదేవాజ్ఞను లెవ్వరి నెవ్వరిని సేనానాయకులుగఁ జేయఁ గోరిరి ? వారు తమతమయభిప్రాయముల కేయేకారణములు పలికిరి ? తుదకెవ్వఁ డెవ్వనియభిప్రాయానుగుణముగ సేనానాయకుఁ డయ్యెను ?

XI. 1. కోరి పతులుగఁ జేయు మత్తాహిణులకు—ఇది సరియా ? లేదేని తప్పుఁ జూపి సవరించి వ్రాయుడు.

2. మానవేశ్వరుఁ డనియెనో మానిచంద్ర భవ్యభవదీయపాద సందర్శనంబుకతన మస్తాళికిని వన్నె గల్గె నేను విశ్వమన సర్వమంగళాన్వితుఁడ నైతి—

(a) ఇది యేమిపద్యము ? పాదపాదముగ విభజించి గణములు దెలిపి వ్రాయుడు. ఇందుం దప్పు లున్న సవరింపుడు.

(b) ఈ పద్యము నందలియర్థ సారస్య మేమి ?

3. వృత్తజాత్యుపజాతులకుం గల భేదములు దెలిపి, రత్నావళి లక్షణము వ్రాసి యది వీనిలో నెందుఁ జేరనో తెలుపుడు.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
TELUGU: TRANSLATION AND COMPOSITION.

I. Translate into Telugu :—[See Hindustani Translation paper, page 128.]

II. Translate into English :—

1. ఎప్పుడు నెయ్యెడం బొదివి యిందఱకుం దగ నీవు కంటికిఁ
తొప్పయుఁబోలే మాటయి నెఱిం బను లారసి యొజ్జ చాడ్చునం
జెప్పుచు వీరిబుద్ధికొని చేయుము కార్యము నీకు రక్షగా
నిప్పరమేశ్వరుండు గలఁ డిచ్చు శుభం బని చూపెఁ గృష్ణునిక.
2. తనమణు లన్నియు న్నును ముదం బలరార సుర ల్పారించి రం
చును బరికించి మేరుగిరిచుట్టును జాట్టుక యాక్రమించెనో
వననిధి కాండము ల్మెఱయ వచ్చి యనం గన నొప్పు నప్పురిం
గనకపుఁగోటచుట్టును బొగడ్తు నెక్కి యగడ్డ చక్కగక.
3. తిడుపు ల్నిజ్ఞానసఖ్య మట్లు మలక ర్నీచస్వభావంబున
ట్లడర న్నుల్పులు మచ్చురంబువలెఁ ద్రాసాపాదకంబుల్ నృపు
ల్చెడుగుల్వారెఁ బదక్రమావిదితముల్ క్లిప్తక్కుకావ్యాభము
ల్విలసత్స్వస్థికు లైనయోగులవలె నేవే పర్వెఁ బాము ద్వివిక.

4. ఓరి మృగాంక నాజడకు నోడినరాహువుకిన్క నంకమక్
 పేర విసంబు నీయొడలఁ జేరఁగఁ గోరలకొద్ది నొక్కి దు
 ర్వారనిజత్వదీయకరవారవిషంబుల నొంచ సాఁగఁ బె
 న్నేరముఁ బూని యిప్పు డిది నీదగుచేతఁగఁ జూడ కమ్మెయిక్.
5. ఒక్కనికీఁ బెక్కుమొనలకుఁ
 దక్కక పోరగుట యరిది దానవబలమక్
 క్రిక్కిరిసినతిమిరమునకు
 స్రుక్కక యాదవకుమారసూర్యుఁడు నిలిచెక్.
6. రంజన చెడి పాండవు లరి
 భంజను లై విరటుఁ గొల్పఁ బాల్పడి రకటా
 సంజయ విధి నే మందును
 గుంజరయూధంబు దోమకుత్తుకఁ జొచ్చెక్.

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who 'counted not their lives dear to them in comparison with their truth to their word, and love to one another'."

బాలర నిమిత్తము ఏర్పడి యుండు దేశభాషా మాస పత్రికకు వ్రాసినట్లుగా ఈ క్రింది విషయమును దృష్టాంతపఱచుచు వ్రాయుడు:— "తమ మాటనిలుకడ, పరస్పరాభిమానము, - వీనిముందట తమ ప్రాణములను ప్రేమింపని' జనులు లోకములో నుండిరి."

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

KANARESE: TEXT-BOOK AND GRAMMAR.

I. 1. జ్యోమినిభారతదల్లి నీవు పఠిసద సందిగళల్లి భగవద్గీతయ స్మరణయు ఆవ సందభదల్లి బందిదే? భగవదుపదేశువు ఏనెందు యేదే? 2. ఊడియ కథయిందలూ సుధస్వనకథయిందలూ ఆవ నీతిగళన్న ప్రతిపాదిసబేకేందు కవియు టుద్దేశిసర బడుదు?

II. 1. ಸದಾನವಂ, ವಿಘ್ನವಾಸ್ತವಂ, ಮೃಗಧರಂ, ಕುಂಜಯಂತಂ, ವಂಶ ಪರಿಶೋಭಿತಂ, ಶುಭಸುರಭಿಸಂಪೃತಂ, ಶರದೃತಂ, ಚಿತ್ರಪತ್ರಾನ್ವಿತಂ ಪುಂಡರೀಕೋಲ್ಲಾಸಂ—ಈ ಪದಗಳ ಶ್ಲೋಕಾರ್ಥವನ್ನು ಸ್ಪಷ್ಟಗೊಳಿಸಿರಿ.

2. ಸೊಸುಗಳ ಬಿರುದುಗಳ ವೆಚ್ಚಿದಮಂಡುಗಳುಗಳೆ.

ಹೊಣಕೆಗಳ ತಡೆಗಳುಗಳ ಕಲಿತನದ ಕಡೆಗಳುಗಳೆ.

ರಣದವಕದಿಂ ಕುಣಿವುತಿಡುದು ಹಂಸಧ್ವಜನಪರಿವಾರವುನು
[ದಿನದೊಳುಂ.

ಇದಕ್ಕೆ ಪ್ರತಿಪದಾರ್ಥವನ್ನು ಬರೆಯಿರಿ.

III. 1. ಜಯನ್ಮಪಕಾವ್ಯವನ್ನು ರಚಿಸಿದ ಕವಿಯನ್ನು ಕುರಿತು ನಿಮಗೆನು ತಿಳಿಯುವುದು? 2. ಶೈಲಿಯಲ್ಲಿಯೂ ಅಲಂಕೃತಿಯಲ್ಲಿಯೂ ಜೈಮಿನಿಭಾರತಕ್ಕೂ ಈ ಕಾವ್ಯಕ್ಕೂ ನಿಮಗೆ ಗೋಚರಿಸಿದ ಕೆಲವು ತಾರತಮ್ಯಗಳನ್ನು ತಿಳಿಸಿರಿ.

IV. 1. ವಾತಾಪಿಯತೆ, ಭೀಮಜರಾಸಂಧರ ಸಮರದನೊಬಗು, ಹರಿಮೋಖಲೆಯೆಂಬ ವಿದ್ಯೆ - ಅಂದರೆ ಹೇಗೆ? 2. ಕೊಲಬಾರದು ಕೊಲ ದಿರಬಾರದೆಂಬ ಜಯನ್ಮಪನ ಚಿಂತೆಯು ಹೇಗೆ ಪರಿಹಾರವಾಯಿತು? 3. ವ್ಯಾಘ್ರೇಕುಲಕೆ ನಿಜಪ್ರತಿಶೂನ್ಯಂ - ಎಂಬುದಕ್ಕೆ ಕವಿಯು ಏನು ಕಾರಣವನ್ನು ಹೇಳಿದಾನೆ?

V. 1. ಹೊಳಕೆಗೆ ಹೊಸವೀಳೆಯವೀಯೆಂಬು.

ಗ್ಗಳಿಕೆಯ ಪಂತದಪಲನಾತುಗಳಂ.

ನಳಪುನಕುಣುಹಿನ ಸಂಜೋಗಗಳಂ ಕುಡವೇಷ್ವರನೊಲಂ
ಘಳಲನೆಪಟುವ ಸೆಲಂಬೇಡುವಭಂಜ.

ಬಲಶಾಲಿಗಳಂ ಗ್ರತೆಯಿಂನುಲಿವಕಲ.

ಕಲಮುಭಯವ್ಯೂಹದ ದೊರೆ ದೊರೆಗಳ ಬಳಸಿನೊಳುಂಣ್ಣಿ
[ದುದು ||

2. ಬೆದರ್ದುದುಬಗೆಬೆರ್ಚಿದು ದೆಚ್ಚುಂನಾಣ್.

ಕೆದರ್ದುದು ಗೆಲವಣಿದುದು ಜಾಣ್ ಜರಿದುದು.

ಬಿದಿದುದುಬಿಂಕಂ ಬೀತುದುಪರಿವೈಸೆರವೊಡುದು ಸೇಪು ||

೩. ಉರಿಗಳ ಮೃಗಂಗಳೊಳ್ಳೊಂಗಳ ಸದಸಿರಿಯಂತಾಳ್ವರಲ್ಲೇಗೆ
[ತೋರು !

ತ್ತಿರೆಸಾಂದ್ರೋದ್ಯಾನ ವೃಕ್ಷಾವಳಯಲಿಕರುಕಾಗುತ್ತ ಪೋಪಂ
[ದವಿಂದಂ ||

ನೆದೆಧೂಮವ್ಯಾಪ್ತಿಯಿಂ ಕಾಮುಂಗಿಲಗಡಣದಂತಾಗಿ ನರ್ಮಾ
[ಜಲಂಗಳ್ಳಿ !

ಪರಿಯಲ್ಲಂತತ್ತಯೋಷಿಜ್ಜನಮಿದುಪುರದೊಳ್ಳಿಚ್ಚು ಮೂಡಿ
[ತ್ತು ಪೆರ್ಚೆಂ ||

ಇವುಗಳಿಗೆ ಅರ್ಥವು ಸ್ಪಷ್ಟವಾಗುವಂತೆ ಸರಳಾನುವಾದವನ್ನು
ಬರೆಯಿರಿ.

VI. 1. ಪಟಲ, ಪಾಟಲ, ಸೂಟಯಿಸು, ತರವಾರಿ, ಬಲ್ಲಾಳ, ಗರವೊ
ಯ್, ತಹರಿಸಲ್, ಕಿನಿಸು, ಕೆಕ್ಕಸಗೆಲಿವಮರುಳ್, ಸೆಗಂಪಾರದಸೇನೆ-
ಇವುಗಳಿಗೆ ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ. 2. ಅನಿಮಿಷ, ಅಪ್ಪದಿಕ್ಕಾಲಕರು,
ವಾತಾಹಾರಿ, ಅಧೋಲೋಕ - ಇವುಗಳಿಗೆ ಅರ್ಥಗಳನ್ನಡ ಪರ್ವಾಯಪದಗ
ಳನ್ನು ಬರೆಯಿರಿ.

VII. 1. ಕಾದಂಬರಿ ಕಥೆಗೆ ಮಹಾಶ್ವೇತೆಯ ಕಥೆಯೆಂದು ಹೆಸರು
ಕೊಡಬಹುದಿತ್ತೇ - ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು ಸಕಾರಣವಾಗಿ ಬರೆಯಿರಿ.
2. ಅದರಿಂದ ಗಿಳಿಯೇ ಆಗು ಹೋಗು ; ಅದರಿಂದ ನೀನು ಕುದುರೆಯಾಗು
ವೆ ಹೋಗು - ಇಂತಹ ಶಾಪಗಳನ್ನು ಕೊಡುವುದಕ್ಕೆ ಕಾರಣವೇನು ?

VIII. 1. ವಿಶ್ವಾಮಿತ್ರನು ನಾವು ಕೊಟ್ಟ ಮಂತ್ರವನ್ನು ತೆಗೆದುಕೊಂಡ
ನಂತೆ ; ಚಂದ್ರಸೋದರಿ—ಇಲ್ಲಿ ಸ್ತೂತವಾದ ಕಥೆಗಳಾವುವು ? 2. ಇತಿ
ಹಾಸ ಶಾಸ್ತ್ರ)ನ್ಯಾಯನಿರ್ದೇಶನ—ಇವುಗಳಿಗೆಂದೊಂದು ಉದಾಹರಣೆ
ಯನ್ನು ಕೊಡಿರಿ. 3. ಪಕ್ಕಿಗಳು ವೈತಾಳಿಕ ವೇಷವಂಧಿಸಿದುವು ; ದೇ
ಹವು ಪಾರ್ಥಿವವಯವು ; ಅಬ್ರಹ್ಮಣ್ಯಾರಾವ ; ಅಭ್ಯಾಗತಪ್ರತಿಪತ್ತಿ ;
ದುಃಖೈಕಭಾಜನೆ ; ದಂಡನೀತಿ—ಇವುಗಳ ಅರ್ಥವನ್ನು ಸ್ಪಷ್ಟಗೊಳಿಸಿರಿ.

IX. 1. ವಸ್ತುಕಲ್ಪನೆಯೆಂದರೇನು ? ರತ್ನವಳಿನಾಟಕ್ಕೆಗೆ ನಾಟಕ
ವೆನ್ನದಿರಲೆಕ್ಕೆ ಕಾರಣವೇನು ? 2. ಈ ನಾಟಕೆಯನ್ನು ರಚಿಸಿದ ಕಾಲ

ದಲ್ಲಿ ವಸಂತೋತ್ಸವವನ್ನು ಹೇಗೆ ಮೆರೆಯಿಸುತ್ತಿದ್ದರೆಂದು ತಿಳಿಸಿರಿ.
 3. ಕಾದಂಬರಿಕಥೆಯಲ್ಲಿ ಕಾಣಬರುವ ಸ್ತೋದರಮಾಚರಣೆಗೂ ರತ್ನಾ
 ವಳಿ ನಾಟಕದಲ್ಲಿ ಕಾಣಬರುವುದಕ್ಕೂ ನಿಮಗಾವ ತಾರತಮ್ಯಗಳು
 ಪ್ರಕಟವಾಗಿವೆ ?

X. 1. ಮಂಟುಗಿಕೆಲಂಬೊಟ್ಟಿ ದಾರ್ಶನೋದೆ ಮೆ !

ಯೋಳೆಯ ಜರತ್ಪಂದಳೆದೊಂದದಿ !

ಜಲರುಹಸನ್ನನಸ್ತಂಗತನಾಗಿ ಬಹುಕಮಂದಯಂ ಗೆಯ್ದಂ ||

ಇಲ್ಲಿ ಪ್ರಾಸವು ಸರಿಯಾಗಿದೆಯೇ ?

2. ನೊಸಿಗಳ್ತುಂಬಿರೆ ಭೂಮಿಯಂವೊರೆಗೆ ಶಕ್ರಂ ವೃಷಿಪ್ರಯಂ
 ಪುಷ್ಪಿಯಂ ! - ಇದಕ್ಕೆ ಪ್ರಸ್ತಾರವನ್ನು ಹಾಕಿ ಇದು ಆವವೃತ್ತದ ಪಾದ
 ವೆಂದು ನಿರ್ಧರಿಸಿರಿ. 3. ಕಂದಪದ್ಯದ ಲಕ್ಷಣವೇನು ?

XI. 1. ಎಲೆಮಹಿಷಾ ಮನುವಂಶಲಲಾಮಾ ; ಅರ್ಜುನನ ಮೊಗನೋಡಿ
 ನಗುತಸೌಭರಿನುಡಿದನು - ಈ ಮಾತುಗಳಲ್ಲಿ ವ್ಯಾಕರಣ ವಿಕೇಷವೇ
 ನಿದೆ ? 2. ಪಡಿಯರತಿ, ಹಲ್ಲಣ, ಬಿನ್ನಾಣ, ಹರಯ, ಉಕ್ಕೇವ, ನೇವುರ -
 ಇವುಗಳ ತತ್ಸಮಗಳನ್ನು ಬರೆಯಿರಿ. 3. ಹೋಯಿತು, ಆಯಿತು, ಕೇಳಿ,
 ಹೇಳಿದರೆ, ಮಾಡುವವಪ್ರಲ್ಲಿ, ಹೊಸತಾಗಿರುವ - ಇವುಗಳ ಹಳಗನ್ನಡ
 ರೂಪಗಳನ್ನು ಬರೆಯಿರಿ. 4. ಕರಣ - ಶಬ್ದಕ್ಕೆ ಆವುಷಾದರೂ ಆರು
 ಉಪಸರ್ಗಗಳನ್ನು ಹಿಂಚಿಟ್ಟು ಅರ್ಥವು ಹೇಗೆ ಪಲ್ಲಟವಾಗುವುದೆಂದು
 ಕಾಣಿಸಿರಿ.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TRANSLATION AND COMPOSITION.

I. Translate into Kanarese: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

1. ಎಸೆದುದಾಗಿರಿಗನಮಂಡಲವನಂಡಲೆವ !

ಲಸದನ್ನ ತತ್ಯಂಗದುತ್ಕರದಸತ್ಕರದ !

ಶಶಿಕಾಂತಮಯಮಾದರಮಣೀಯಕಮನೀಯಕಂದರದ

[ಸ್ತೌದರದೊಳು ||

ಮುಂಸುಕಿತಪ್ಪಲಮೇವ ಮಂಜುಗಳನಂಜುಗಳ |

ದಶನದುಗ್ರಾಹಿಗಳ ಪುತ್ತುಗಳಮಂತ್ರುಗಳ |

ಬೆಸಲಾದವೇರ್ಪಿದಿರಕಾಡುಗಳಬೀಡುಗಳ ಶಬರಿಯರಸಂಕುಲ

[ದೊಳಂ ||

2. ಮೂಡಿಗೆಯಂಬಿನಹಳಂಕಿಗೆ ಕೈಯಂ |

ನೀಡಲ್ಕಾಬವರಮನಾಗಸದೊಳ್ |

ನೋಡುವ ಬಿಟ್ಟಿವೆಗಣ್ಣಳವರ್ ಸಗ್ಗದಸದನದನೆಲಿಗೆ ||

ಓಡಿದರೆಣ್ಣಿನೆಯೆಂ³ಯರ್ದಿಕ್ಕಿನ |

ಗೂಡಿಂಗೆದಿದಲೆಲರಂಣಿಗಳೊಕಿ |

ನ್ನಾಡವಿಲಂಜೊಕ್ಕುವುನಾನದನಿನ್ನೇನಂಬಣ್ಣಿವೆನು ||

3. ಭೀರತೆಯುನ್ನ ತಿರೆ ಸದಾ |

ಚಾರಮಿವಭಿಜಾತರಲ್ಲಿ ನೆಲಸಿಪುನುವೇ ||

ನಾರಯೆಬಲರುನ್ನ ತಪದ |

ಕಾರೋಹಿಸಿದೊಡಮವಂದಿರೊಳ್ ಪುಟ್ಟುಗುವೇ ||

4. ಸುಸಂಗತೆ.—(ಶೋಕದೊಡನೆ ನಿಟ್ಟುಸಿರಿಟ್ಟು) ಹಾ, ಪ್ರಿಯ ಸಖೀ! ಹಾ, ಸಾಗರಿಕೆ! ಹಾ, ಲಜ್ಜಾಳುವೇ! ಹಾ, ಸಖೀಜನವತ್ಸಲೇ! ಹಾ, ಉದಾರಶೀಲೇ! ಹಾ, ಸೌಮ್ಯ ದರ್ಶನಯೇ! ನನಗೆ ಪ್ರತ್ಯುತ್ತರ ವನ್ನು ಕುಡುವಳಾಗು; (ಮೇಲ್ಗಡೆನೋಡಿ ನಿಟ್ಟುಸಿರಿಟ್ಟು) ಆಯ್ಯೋ, ದಯೆಯಿಲ್ಲದ ದೈವವೇ! ನೀನು ಅಂತಹ ಅಸಮಾನ ರೂಪಲಾವಣ್ಯ ವಿರಾಜಿತೆಯಾದ ಕಾಂತೆಯನ್ನು ನಿರ್ಮಿಸಿ, ಆಕೆಗೆ ಯಿಂತಹ ದುರವಸ್ಥೆಯನ್ನು ಏಕೆ ಕಲ್ಪಿಸಿದೆ! ಆಕೆ ತನ್ನ ಜೀವಿತದಲ್ಲಿ ನಿರಾಶೆಗೊಂಡು ಹೇಗಾದರೂ ಬಬ್ಬ ಬ್ರಾಹ್ಮಣನಿಗೆ ಕುಡೆಂದು ಈ ರತ್ನಮಾಲೆಯನ್ನು ನನ್ನ ಕೈಗಿತ್ತಳು, ನಾನು ಇದನ್ನು ಅವಬ್ರಾಹ್ಮಣನಿಗೆ ಕುಡಬೇಕು? (ತಲೆಯ ಕಡೆಗೆನೋಡಿ) ಅದೋ ಬ್ರಾಹ್ಮಣನಾದ ವಸಂತಕನು ಈ ಕಡೆಯ ಬರುತ್ತಿರುವನು, ಇದನ್ನು ಅವನಕೈಗೆ ಕುಡುವೆನು. 5. ಮರುದಿನ ಸರ್ವಸನ್ನಿಹದೊಡನೆ ಅಲ್ಲಿಂದ ಮೂಡಣ ದೆಸೆಗೆ ನಡೆದು ಚತುರಂಗಬಲದ ಕಾಲ್ತುಳತದಿಂದ ಪಾತಾಳವಾಸಿಗಳಂ ತಡ್ಧೊಳೆಯಿಂದಾಕಾಶವಾಸಿಗಳಂ ಕ್ಷಣದಲ್ಲಿ ಉಬ್ಬಗಂ

ಬಡಿಸುತ್ತ ಅಲ್ಲಲ್ಲಿ ಸೊಕ್ಕಿದರಸರನ್ನಿಕ್ಕುತ್ತ ಉನ್ನತರನ್ನೆರಗಿಸುತ್ತ ಎರಗಿ ದರಂ ಪೊರೆಯುತ್ತ ವಶರಾಗದ. ಮೂರ್ಖರಂ ನಿರ್ಮೂಲಿಸುತ್ತ ಮೊದಲಿ ದ್ವಂದ್ವರಂ ಮರಳಿ ನೆಡುತ್ತ ಕಳ್ಳರಂ ಕಳೆದು, ಸಾಧುಗಳಂ ಸಮ್ಮಾನಿಸಿ, ಬಲ್ಲಿದರಂ ಬಲಪಡಿಸಿ, ಬ್ರಾಹ್ಮಣರಿಗಲ್ಲಲ್ಲಿ ಗ್ರಾಮಾಗ್ರಹಾರ ವೃತ್ತಾದಿ ಗಳನ್ನೀಯುತ್ತ, ಕೆಲವೆಡೆ ದೇವಾಲಯಗಳಂ ಪ್ರತಿಷ್ಠಿಸಿ, ಕೆಲವೆಡೆ ಜೇಣೋದ್ಧಾರಂಗೆಯಿಸಿ, ಹೊಸ ಹೊಸ ನಿಜಧ್ವಜಗಳಂ ನೆಡಿಸಿ, ಮಾರ್ಗಗಳಲ್ಲಿ ತಟುಕಾರಾಮಮಂಟಪವಾಹಿನೀಕೂಪಾದಿಗಳನ್ನೇರ್ಪಡಿಸಿ, ಆರವಟಗೆಗಳನ್ನಿಡಿಸಿ ಸತ್ರಗಳಂ ನಿರ್ಮಿಸಿ, ಇದೇ ವಿಧವಾಗಿ ತಂಕಣದನೆಗೂ, ಪಡುವಣ ಕಡೆಗೂ ಪಯಣವಾಗಿ ಮೂರು ವರ್ಷಗಳೊಳಗೆ ಮೂರು ಕಡಲವರೆಗೂ ಸುತ್ತಿ ಗಣ್ಯರಂ ಗೆದ್ದು ಕೃಪ್ಪವಂ ಕೊಂಡು ಬಳಿಕ ಬಡಗಣ ಕಡೆಗೆ ಬಲವಂ ಕೊಂಡೊಯ್ದನು. 6. ಬಳಿಕಲಿಂತಾಭಾಮಿನಿ ಜೇಡನಂ ನಿರ್ಮೂಲಿಸಿ, ಮುಂದಕ್ಕೆ ಪೂರಮಟ್ಟು, ಕ್ಷುದ್ರ ಮೃಗಂಗಳಂ, ಕ್ಷುಲ್ಲಕ ಚೋರಕಿರಾತರಿಂ ನಿಬಿಡಮಾಡ, ನಾನಾವ್ಯಕ್ತವಾಟಗಳನೆಳಲಿಂ ವಗಲಿರುಳ್ಳಳ ಭೇದಂ ತೋರದ, ಮುಳ್ಳೆಳೆಗಳಂ ದುರ್ಗಮಮಾದ ಫೋರಾರಣ್ಯ ದೊಳ ಪೋಗುವಳೊಂದರೆಯೊಳು ಕುಳಿತು, ಹಾ, ಸಿಂಹವಿಕ್ರಾಂತಗಾ ಮಿಯೇ! ಸಿಂಹಾದಿಕ್ರೂರ ಮೃಗಶರಣಮಾದೀ ವಿಪಿನದಲಿ ನನ್ನಂ ಬಿಟ್ಟು ಪೋದೆಯಲ್ಲಾ! ನೀಂ ದೀನಾನಾಥವಿಪನ್ನರಿಂದ ಕಲ್ಪವೃಕ್ಷವೆನ್ನಿಸಿದೆ, ಆರಾತಿವರ್ಗದಿಂದ ಅಂತಕನೆನಿಸಿದೆ, ಧರ್ಮಜ್ಞರಿಂದ ಧಾರ್ಮಿಕನೆನಿಸಿದೆ, ಪಂಡಿ ತರಿಂದ ಪ್ರಾಜ್ಞನೆನಿಸಿದೆ, ಇಂತಪ್ಪ ಅನೇಕ ಸುಗುಣಂಗಳ್ಗೆ ಕಣಿಯೆನಿಸಿದ ನೀನನ್ನನೇಕೆತೊರೆದೆಯೋ, ಈ ದುರವಸ್ಥೆಗೆ ಗುರಿಮಾಡಿದ ದುರಾತ್ಮಕನಾ ರೋ ಅವಂ ನಾಶವನ್ನೈದಲಿ! ಆಹಾ, ಈ ಕ್ಷುದ್ರ ಜಂತುಗಳುಮೆನ್ನೊಡನೆ ಅಳಲವ್ವದಲ್ಲದೆ ನನ್ನಂ ತಿನ್ನಲಾದಡೆಯುಂ ತಿನ್ನದು, ಇದೇಂ ವಿಪರಿತಕಾಲ ಮೋ! ಹಾ, ಶಿವಶಿವ! ಎಂದು ಗೋಳಾಡುತಿದ್ದು ಬಾಯಾರಿಮೂಢಿತಳಾದಳು.

III. Write as if to a vernacular magazine for boys a story illustrative of the following :—“ Men there were in the world who ‘ counted not their lives dear to them in comparison with their truth to their word, and love to one another.’ ”

“ ಪ್ರತಿಜ್ಞಾಪಾಲನ ಪರಸ್ಪರಾನುರಾಗಗಳಿಗಿಂತ ಸ್ವಪ್ರಾಣರಕ್ಷಣವು

ಮಹಾರ್ಹವಾದುದಲ್ಲವೆಂದು ಭಾವಿಸಿ ನಡೆದುಕೊಂಡವರು ಲೋಕದಲ್ಲಿ
 ದೈರು." ಎಂಬುದನ್ನು ಉದಾಹರಿಸುವುದಕ್ಕೆ ಬಂದು ಕಥೆಯನ್ನು ಹು
 ಡುಗರಿಗೋಸ್ಕರ ಪ್ರಚಾರವಾಗುವ ಬಂದು ಕನ್ನಡ ಸಾಮಯಿಕ ಪುಸ್ತಕ
 ದಲ್ಲಿ ಬರೆಯುವುದರಲ್ಲಿ ಬರೆಯಿರಿ.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. 1. നമു ചരിതം കഥയാൽ ഉദാഹരിക്കപ്പെട്ട സഭാചാര രത്ന
 ണ്ണിൽ പ്രധാനമായവയെ എണ്ണിപ്പറക. 2. നമു കഥാപ്രസംഗം
 കലിലെ വിനാശനമായിത്തീരുന്നവൻ കാരണമായതെന്തിനെ ?

II. 1. ഇന്ദ്രാദികൾ നമുന് കൊടുത്ത വരങ്ങൾ എന്തെല്ലാമായി
 രുന്നു ? 2. "സ്വർഗ്വാസത്തിങ്കലിച്ഛയില്ലിങ്ങൊടൊ" എന്നു ഭയന്നി
 പറഞ്ഞതിന്നു അർಥമെന്തെന്തെ ?

III. 1. രാമായണം കഥ മിശ്രയാണെന്നുവിചാരിപ്പാൻ വല്ല സംഗതിയും
 നിങ്ങളുടെ വല്ല പാഠപുസ്തകത്തിലും പറഞ്ഞിട്ടുണ്ടെങ്കിൽ അതെന്തെ ?
 2. സ്വയംവരം, ഭയന്നി, ഇന്ദ്രൻ, രാവണൻ, ഹനുമാൻ, നാരദൻ.
 െരം വാക്കുകൾക്കു അർത്ഥത്തിന്റെ അർത്ഥങ്ങൾ എങ്ങിനെ ഉണ്ടായി
 എന്നു വ്യക്തപ്പെടുത്തുക.

IV. താഴെ കാണുന്നവയുടെ അർത്ഥം വെളി വാക്കുക :—

1. നിഖില ജഗദധിപ മസുരേശമാലോക്യമാം
 നിന്നിലേ നീ മറഞ്ഞെന്തിരുന്നീടുവാൻ.
2. ജനക നരപതി വരമകൾക്കും ഭഗവന്മാരും
 ചെമ്മേചിറച്ചിതു വാമദാഹന്തുലോം.
3. ശാപചരമൊരവനിസുര വരനു മവനൊക്കുളി
 ശാക്കുളം ശോക്കുളം ഭേദമില്ലേതുളമെ.
4. കണ്ണുകൊൾക നമുൻ തന്നെ മഹാപ്രഭൻ
 തെളിവിയിലു മറ്റുതകര വരുന്നിവിരട്ടുമുൻ
 തേജസ്സുകൊണ്ടു സമസ്തം ജയിപ്പവൻ.

V. 1. നിങ്ങളുടെ പാഠപുസ്തകമായ കല്യാണ സൌഗന്ധികത്തിന്റെ കവിയെക്കുറിച്ച് നിങ്ങൾ അറിയുന്നത ചുരുക്കിപ്പറുക. 2. കല്യാണ സൌഗന്ധികം ആട്ടക്കഥയിൽ നിന്ന വീരരസത്തിനും ശൃംഗാരരസത്തിനും കേൾവിപ്പെട്ട കാദോ പദങ്ങളെ എടുത്തെഴുതുക.

VI. താഴെ കാണുന്നവയുടെ അർത്ഥം സ്വന്ത വാചകത്തിൽ എഴുതുക;—

1. പ്രകൃതി ചപലൻ മധിക ചപല മലമം മഹൽ
പ്രാകാരവും മുറിച്ചുകാരവും മറ—
ചുവന്നിമകളടി മലരുകതളിരിലോത്തുകൊ—
ജ്ഞാനാനന്ദനനഞ്ചസാനിഭയം
മുടൽ കടുകിനൊട്ടു സമ്മിടത്തുകാൽ മുവിൽവെ—
ച്ചുജ്ജിൾകടപ്പാൻ തുടങ്ങും ഭഗവന്തരേ
കറിയതരമലറിയൊരു രജനി ചരിവേക്കുമായി
കാണായിതാഴു ലങ്കാശ്രീയെയും തടാ.
2. ശ്രീപാപാപതപസ്വീശ കൃപയാതാരേജ്ഞനേ ധർമ്മ
ശുഭാപൻ പുണ്യകഥാശ്രീകണ്ഠധ്വജാസ്തവഃസ്തോത്രം
ഔഷാദാഭാതി വിഹിംസനോദ്യത മനഃകോടണ്ഡവാൻ
[കാനനേ

രേദരോമ ഇവാദിരോമ ചരിതഃ പത്മസന്ദം സാരജഃ.

- VII. 1. ബുദ്ധമുനീ കലിചക്രം എതുകാലത്തു ജീവിച്ചിരുന്നു?
2. അദ്വൈതത്തിന്റെ മതത്തിലെ രണ്ടു സാരമായ തത്വങ്ങൾ എവ്?
3. അദ്വൈതത്തിന്റെ അഞ്ചു നീതി ശാസനങ്ങൾ എവ്?

VIII. 1. ആപസുംബൻ, കപിലൻ, പാണ്ഡിനി, കണാലൻ ഇവരെക്കൊണ്ടു നിങ്ങൾ അറിയുന്ന ഏറ്റവും പ്രധാനമായ കാരോ സംഗതികൾ എഴുതുക. 2. ശായത്രി - ഉപനിഷത്ത് - മഹാഭാഷ്യം, നിർവ്വണം ഇവയെക്കുറിച്ച് ചുരുക്കമായി വിവരിക്കുക.

IX. പ്രാചീനകാലങ്ങളിൽ പരിഷ്കാരംകൊണ്ടു അഗ്രഗണ്യന്മാരായിരുന്ന ഹിന്ദുക്കളെയും ഗ്രീക്കുക്കളെയും, താരതമ്യപ്പെടുത്തിയും കാരോ രത്നരത്നയുടെ ഗുണോൽക്കർഷങ്ങളെയും ന്യൂനതകളെയും തമ്മിൽ തട്ടിച്ചും ഒരു ചെറിയ ഉപസ്മാസം എഴുതുക.

X. പ്രഥമമുതൽ സപ്തമീവരെ ഏഴാം നമ്പർ ഒന്നും കൂടി എട്ടുപിഡം തൽ പുരുഷ സമാസങ്ങൾ മലയാള ഭാഷയിലും ഉണ്ടെന്നു ട്രാജുനങ്ങൾ ഉണ്ടെന്നു തെളിയിക്കുക.

XI. 1. നമുചരിതം രണ്ടാം പാദത്തിലെ വൃത്തത്തിന്നു പേരെന്തെ ?
2. അതും സുന്ദരകാണ്ഡത്തിലെ വൃത്തവും തമ്മിൽ വല്ല വ്യത്യാസവും ഉണ്ടെങ്കിൽ ആയതു മാത്രം കാണിക്കാക്കി കാണിക്കുക.

XII. വിബുധ പതിയൊട്ടു നിശിചരഃപയം വെന്തോരു

വൃത്താന്തമെല്ലാ മറിയിച്ചുകൊള്ളുവാൻ

അഹമഹമികാധീയാ പാവക ജപാലക

മംബരത്തോളമുയന്നു ചെന്നതൊ

ഉവനതലഗതവിമല ടിച്ഛരണങ്ങളാൽ

ഭൂതിപരി പൂണ്ണമായുള്ളലങ്കയും

പുനരനില സുതനതു ഭംഗിപ്പിച്ചിതെങ്കിലും

ഭൂതിപരി പൂണ്ണമായുണിതത്തും.

ഇതിലെ അലങ്കാരങ്ങളുടെ പേർ പറയും അർത്ഥത്തിൽ ഒന്നിന്റെ ലക്ഷണങ്ങൾ വെളിവാക്കിക്കാണിക്കുകയും ചെയ്യൂ.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TRANSLATION AND COMPOSITION.

I. Translate into Malayalam: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

1. അകത്തളിരിലറിയുകറുന്നവക്കേറ്റമുള്ളജ്ഞാനമെങ്കെ നീക്കേണം ബുദ്ധജനം; അതു ജഗതി കരുതു കരുണാരത്നം ധർമ്മമെന്നു തേമാപദഭരമജ്ഞാനിനാം മോക്ഷഭം. മനസി കരുതുക ഉവനഗതിയെ വഴിയെ ഭവാൻ മനനായിടൊലാ മോഹമഹാബുദ്ധ്യേ, തൃജ മനസി ഭവദനരക്ഷസീം ബുദ്ധിയെ ദൈവീംഗതിയെ സമഃശ്രയിച്ചീടുന്നീ. അതു ജനന മരണ ഭയനാശിനീ നിണ്ണയമന്യായുള്ളതു സാസാരകാരിണീ. അതുതലവന വിമല പരമാത്മബോധോചിത മത്സരമാനപയോൽ ഭൂതനല്ലൊ ഭവാൻ, കളിക തവഹൃദി സപടി തത്വബോധന നീ കാമദകാപഭോഷലോഭമോഹാദികൾ.

2. വാദന വാസ്തവതയവകിലോപനീതം

ചേതോഹരം പരിമളാനന്ദതാമിഹ

ആദായപുഷ്പമതി മോഹന മന്ദിവിദ്യം

മോഹാൽ ജഗാദവചനാത്മജമേതൃക്രിഷ്ണം.

3. ശബ്ദാർത്ഥ തത്വത്തെ അടിസ്ഥാനപ്പെടുത്തിയിട്ടാണു അലങ്കാരാത്മതയും പഴഞ്ചൊല്ലുകളിൽ സാധാരണ പ്രതിപാദിക്കപ്പെട്ടിരിക്കുന്നതു എന്നു നിസ്സംശയം പറയാവുന്നതാണ്. ഇങ്ങിനെ തന്നെ “മുററത്തെ മുല്ലക്കു മണമില്ലെന്നുള്ള” പഴഞ്ചൊല്ലിന്നും “അതിപരിചയാദവജ്ഞ” എന്നു അലങ്കാരാർത്ഥവും മൂലാർത്ഥവും ഇങ്ങിനെ രണ്ടാർത്ഥമുള്ളതായി വിചാരിക്കേണ്ടിയിരിക്കുന്നു. ഒരു വസ്തുവിനെ നിത്യമായിട്ടനുഭവിച്ചു പോരുന്നുവെങ്കിൽ ആ വസ്തുവിലുള്ള അഭിരുചി പ്രമേണ കാണ്മാനു കറുത്തു പോകയും, അതിനെ ശരിയായ വിധത്തിൽ വിലമതിക്കാതെ വരികയും, ചെയ്യുന്നതാണെന്നുള്ള അലങ്കാരാർത്ഥത്തിനു പുറമെ, മുററത്തു മുല്ലയുടെ വാസന ആ മുററത്തിന്റെ ഉടമസ്ഥൻ ഗ്രഹിക്കുന്നില്ല എന്ന ശബ്ദാർത്ഥവും റം പഴഞ്ചൊല്ലിനുണ്ടു എന്നു ഇവിടെ വാദിക്കുന്നതു. എന്നാൽ മുററത്തുള്ള മുല്ലക്കു വാസനയില്ലാതെ വരുന്നതു ആകാണെന്നുള്ള ചോദ്യത്തിനു അതിന്റെ വാസന നിത്യം അനുഭവിച്ചു പോരുന്ന ഉടമസ്ഥനാണെന്നും ഇതു മുററത്തിന്റെറയൊ മുല്ല പൂക്കുത്തിന്റെറയൊ ഭോക്താമല്ലെന്നും നിത്യം ഇതിന്റെ സുഗന്ധം അനുഭവിച്ചു പോരുന്ന ഭുക്തിന്റെ ഭോക്താ അന്നെന്നാണെന്നും പറയേണ്ടിയിരിക്കുന്നു. 4. മഹാകാവ്യകാലത്തു ചാതുർവ്വണ്യം നടപ്പായി എങ്കിലും, അതിനു സ്ഥിരപ്രചാരമുണ്ടായതു തത്വദാർശനിക കാലത്തായിരുന്നു. ജന സ്മദായത്തിന്റെ അഭ്യുദയത്തിനു ഇതു കോണ്ടു താൽക്കാലികമായ ഗുണം ഉണ്ടായി എങ്കിലും ചാതുർവ്വണ്യം ജനങ്ങളുടെ ഭാവിയായ അഭിവൃദ്ധിക്കു വിഘാതമാകുന്നു ഉണ്ടാക്കിയതു. പ്രജാപാലനത്തിന്നു വേണ്ടി ഓരോ കാലങ്ങളിൽ നിയമിക്കപ്പെടുന്ന പ്രമാണങ്ങൾ മതസംബന്ധമായ നിബന്ധനകളായി തീരുന്നപക്ഷം, അവ ലോകത്തിന്റെ മേൽനോട്ടം വിപ്ലവമായി തീരുന്നവാനേ വഴിയുള്ളൂ. എന്നാൽ റം വിഷയത്തിൽ മേൽപറഞ്ഞ പ്രമാണ കർത്താക്കന്മാരെ നമുക്കു അധികൃഷ്ടപിടിക്കുവാനില്ല. അധികൃഷ്ടപത്തിനു പാരായായി

II. (କ) “ଅମୃତମାନଙ୍କର ଏହି ଏହି ଶବ୍ଦବିତୟ କଦାଚ ଦୃଢ଼ାୟୁଗାମୀ ନୁହେଁ” ଏହା କାହାର ଭକ୍ତି ପୁଣି କାହାକୁ କୁହା ହେଲା? ଭବିଷ୍ୟତର କଥାପକଥାନ ଓ ଯୁଦ୍ଧ ସଂକ୍ଷେପରେ ବର୍ଣ୍ଣନା କର ।

(ଖ) “ପାରସ୍ୟଦେଶୀୟ ଯବନ ସେନାଗଣର ଶୁଣ୍ଠୁଲ ଶିରୋମଣ୍ଡଳରେ ଗରଣଭୂମିକୁ ଆକ୍ରାନ୍ତ ଦେଖି ବୋଧ ହୋଲା ଯେ-ମନ୍ତ୍ର” ———— ଉପମାବ୍ୟକ୍ତି କରି ବାକ୍ୟ ସମାପନ କର ।

(ଗ) ସଂକ୍ଷେପରେ ଇନ୍ଦୁମତ୍ତଙ୍କର ସ୍ୱପ୍ନର ବର୍ଣ୍ଣନା କର ।

(ଘ) “ମୁକୁଳିତ କମଳ ବନରେ ପ୍ରତିବନ୍ଧିତ ଶଶାଙ୍କମଣ୍ଡଳ ଯେମନ୍ତ ଶୋଭମାନ ହୁଏ, ଯୁବରାଜ ଅଜ ମଧ୍ୟ ସେହି ନିନ୍ଦିତ ରାଜ-ମଣ୍ଡଳୀରେ ସେହିପରି ଶୋଭା ପାଉଅଛନ୍ତି” ଏହା କେଉଁ ସ୍ଥାନର ବର୍ଣ୍ଣନା ଲେଖି ଏହାର ବ୍ୟାଖ୍ୟା କର ।

III. (କ) ଅଜ ଭବିଷ୍ୟମାର୍ଗ, ରଘୁ ଅପବର୍ଗ ଆଶ୍ରୟ କଲରୁ ପିତାପୁତ୍ରଙ୍କ ବ୍ୟବହାର କପରି ପରସ୍ପର ବିସଦୃଶ ହୋଇ ଉଠିଲ ବର୍ଣ୍ଣନା କର ।

(ଖ) “ମହାରାଜ ଦଶରଥ ଧନରେ ——— ସମ, ଶାସ-ନରେ ——— ସମ, ଅପକ୍ଷପାତରେ ——— ସମ ଏବଂ ପ୍ରତାପରେ ——— ସମ ଥିଲେ । ———

ପ୍ରଭୃତି ବ୍ୟବନଗଣ ସେହି ଅଭ୍ୟୁଦୟୋପାୟ ରାଜର୍ଷିଙ୍କର ବିଦ୍ୟାମାକୁ ମଧ୍ୟ ଆସି ପାରୁ ନ ଥିଲେ ।” ରେଖାଚିତ୍ରିତ ସ୍ଥଳମାନଙ୍କରେ ପଦଯୋଜନା କରି ଏହି ଅଂଶଟି ପୁନରୁଦ୍ଧାର କର ।

(ଗ) ରାମ ଭୂମିଷ୍ଠ ହେଲା ମାତ୍ରକେ ଦଶାନନର କି ଅଶ୍ରୁ ଚିତ୍ତ ଲକ୍ଷିତ ହେଲା?

(ଘ) କ୍ଷତ୍ରିୟ ଗରର ସହୃଦ କ୍ଷତ୍ରିୟ ବଂଶନିଧନକାଣ୍ଡ ଗରର ସମ୍ଭାଷଣ ଓ ପରାଭବ ବର୍ଣ୍ଣନା କର ।

IV. (କ) ବିରାଧ ରାକ୍ଷସର ପୂର୍ବ ଜନ୍ମର ବୃତ୍ତାନ୍ତ ଲେଖ ।

(ଖ) ରାକ୍ଷସବଧ ସମ୍ବନ୍ଧରେ ଜାନକୀ ଶ୍ରୀରାମ ସମ୍ଭାଷଣ ଲେଖ ।

(ଗ) ପଞ୍ଚବଟୀ ବର୍ଣ୍ଣନା କର ।

(ଘ) ଲକ୍ଷ୍ମଣ ଶୂର୍ପଣଖାକୁ କି କଥା କହି ରାମଚନ୍ଦ୍ରଙ୍କଠାରୁ ବାହୁଡ଼ାଇ ଦେଲେ ?

V. (କ) ଖର ସହୃଦରେ କେତେ ଜଣ ଦୈତ୍ୟ ଥିଲେ ? ଦୁଷଣ ସହୃଦରେ ଥିବା ଦୈତ୍ୟମାନଙ୍କର ନାମ ଲେଖ ।

(ଖ) ଅକମ୍ପନ ଓ ମାୟାତ ରାବଣକୁ କି ପରାମର୍ଶ ଦେଲେ ?

(ଗ) ଲକ୍ଷ୍ମଣଙ୍କ ପ୍ରତି ସୀତାଙ୍କ ଭ୍ରାନ୍ତି ବର୍ଣ୍ଣନା କର ।

(ଘ) “ସହସ୍ରା ମେଥୁଳୀ କଲେ ନୟନ ଗୋଚର ।

ପର୍ବତରେ ବୁଲୁଛନ୍ତି ପାଞ୍ଚୋଟି ବାନର ॥

ବାନରେ କହିବେ ଅବା ରାମେ ସମାବୃତ ।

ଏହି କଥା ସୀତା ମନେ କରଣ ବିଚାର ॥”

ଏ ବାନରମାନେ କିଏ ? କାହିଁକି ବୁଲୁଥିଲେ ? ସୀତା ବିଚାର କରି କ'ଣ କଲେ ?

VI. (କ) ରାବଣ କେଉଁ ପ୍ରତିଜ୍ଞା କରି ଜାନକୀଙ୍କୁ ଅଶୋକ ବନବାସ ଦେଲେ ?

(ଖ) ମାୟାମୁଗ ବଧ କରି ଫେରି ଅସିଲବେଳେ ରାମଚନ୍ଦ୍ର କି ଅମଙ୍ଗଳମାନ ଦର୍ଶନ କଲେ ?

(ଗ) ସୀତାହରଣରେ ଶ୍ରୀରାମଙ୍କର ହୋଧ ପୁଣି ଲକ୍ଷ୍ମଣଙ୍କ ଉପଦେଶ ବର୍ଣ୍ଣନା କର ।

(ଘ) ସୁଗ୍ରୀବ ସହଚରେ କେଉଁ ହେତୁରୁ ମିତ୍ରତାପ୍ରାପନ କରିବାକୁ କିଏ ରାମଚନ୍ଦ୍ରଙ୍କୁ ଉପଦେଶ ଦେଲା ?

VII. (କ) ଶ୍ରୀରାମ ଲକ୍ଷ୍ମଣ ପ୍ରାତେ ହେଲେ ଜାଗରତ ।

ସ୍ନାନ ସାରି କଲେ ପ୍ରାତଃ କୃତ୍ୟ ସମାପନ ॥

ଅଗ୍ନିପୂଜା ଦେବପୂଜା କରି ସମାପନ ।

ସୁଜାଣ୍ଠ ସମୀପେ ଯାଇ କରିଲେ ଜଣାଣ ॥

ଉପରିଲିଖିତ ଚାରି ଚରଣ ସମସ୍ତପଦବିଶିଷ୍ଟ ଗୋଟିଏ ବାକ୍ୟରେ ପରିଣତ କର ।

(ଖ) ବସୁ, ପରିଚ୍ଛଦ ; ଚତୁର, ଶଠ ; ଅଦର, ମର୍ଯ୍ୟାଦା ; ଚରିତ, ଚରିତ୍ର ଏମାନଙ୍କର ବିଭିନ୍ନତା ବୁଝାଅ ।

(ଗ) ଅଭିର୍ଭାବ, ଉପାୟ, ଅନୁକୂଳ, ବାମ ଏମାନଙ୍କର ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ ଲେଖ ।

(ଘ) ବସନ, ତରୁ, ଅନ୍ନ, କ୍ଷୁଧା ଏମାନଙ୍କର ଯୁଗ୍ମଶବ୍ଦ ନିର୍ଦ୍ଦେଶ କର ।

VIII. (କ) ବାତୋଦ୍ରେଷା ଓ ପ୍ରଜାୟମାନୋଦ୍ରେଷା ଉଦା-ହରଣସହତ ବୁଝାଅ ।

(ଖ) ଇନ, ଠ, ଆମହ, ତା ପ୍ରତ୍ୟୟମାନ କେଉଁ ଅର୍ଥରେ ହୁଏ? ଉଦାହରଣ ଦେଇ ବୁଝାଅ ।

(ଗ) ଜ୍ଵରଘ୍ନ, ଭୂରଣ, ତାତୃଣ, ଉକ୍ତ ଏମାନେ କପରି ଶିବ ହେଲେ ?

(ଘ) ସ୍ନିହ, ଲହ, ମା, ହେ ଧାତୁମାନଙ୍କର ଅର୍ଥ ଲେଖ ।

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
URIYA: TRANSLATION AND COMPOSITION.

I. Translate into Uriya: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

- (1) ସଙ୍ଗେ ସଙ୍ଗେ ଅଛି ସୀତା ରାମଚନ୍ଦ୍ର ନାଥ ।
ତାହାର ସୌନ୍ଦର୍ଯ୍ୟ କଥା କହିଲେ ନ ସରି ॥
ଅକଳଙ୍କ ଚନ୍ଦ୍ର ମୁଖ ବିଶାଳ ନୟନ ।
କଷିତ କାଞ୍ଚନ କାନ୍ଥ କେଶ ସୁଚିକ୍ଳଣ ॥
ସୁନାସା ସୁରୂପା ନଖ କଞ୍ଚିତ ରକ୍ତମ ।
ନିବିଡ଼ ନିତମ୍ବ ବେନି କଞ୍ଚିଦେଶ ଶୀତ ॥
ସ୍ଥୁଳ ଭଜ ପ୍ରମଦପୁ ତାର ହସ୍ତପଦ ।
କଦାଚ ନୋହିବ ପଦ୍ମ ଉପମା ଅସ୍ଥପ ॥
ବନ ଦେବା ପରି ସୀତା ବୁଲୁଛି ବନରେ ।
କାଞ୍ଚନ ପ୍ରତିମା ନୁହେଁ ତାହା ସମାନରେ ॥
ଯେ ଲୋକ ନ ଦେଖି ଅଛି ସୀତାର ମାଧୁରୀ ।
ସେହି ବୋଲେ ଦେବା ଯକ୍ଷୀ କନ୍ଦୁରା ସୁନ୍ଦରୀ ॥
ସୀତା ଯାର ଭାସିବା ହେବ ସେହି ଲୋକ ଧନ୍ୟ ।
ତାହା ଠାରେ ଅନ୍ୟ ସୁଖ ହେବ ଭୁବିଷ୍ଣୁନ ॥
ହେ ରାବଣ ଭ୍ରମ୍ଭ ଯୋଗ୍ୟ ଅଟେ ସେ ମୁକତୀ ।
ଭ୍ରମ୍ଭେ ଅଟ ସର୍ବାଂଶରେ ତାର ଯୋଗ୍ୟ ପତି ॥
ଭ୍ରମ୍ଭ ପାଇଁ ଅଶିବାକୁ କରଇ ଯତନ ।
ଲକ୍ଷ୍ମଣ କାଟିଲ ତେଣୁ ମୋର ନାକ କାନ ॥
ସାମାନ୍ୟ ଲୋକର କାହିଁ ହୋଇବ ସୌଭାଗ୍ୟ ।
କରବ ଜାନକୀପତି ନାଥ ରହି ଚୁରାଣ ॥

ଯଦି ଥାଏ ଶକ୍ତି କମ୍ବା ବାସନା ତୋହର ।
 ସୀତା ଲଭି ପାଇଁ ଏହି ମାତ୍ର ଯାତ୍ରା କର ॥
 ଶ୍ରୀରାମ ଲକ୍ଷ୍ମଣ ଦୁହେଁ ନିତାନ୍ତ ଅଶକ୍ତ ।
 କର ପାର ସେମାନଙ୍କୁ ସହଜେ ପରାସ୍ତ ॥
 ମୋର ଅଭିଳାଷ ଲଭିବର ନାହିଁ ରହୁ ।
 ସେହି ଉପାୟରେ କର ଦୈର ନିର୍ଦ୍ଦିଷ୍ଟତନ ॥
 (2) କି କାରଣେ ଦେବଗଣ ମନ୍ତ୍ରୀଲେ ସାଗର ।
 ଶୁଣିବାକୁ ଇଚ୍ଛାମୋର ଏହି ସମାବର ॥
 ଶୌନକ ବଚନ ଶୁଣି ବୋଲେ ସୁତବସୁ ।
 ସୁମେରୁ ନାମରେ ଏକ ମହାଧର ଅଛି ॥
 ଯାହାର ସୁବର୍ଣ୍ଣମୟ ଶୃଙ୍ଗ ପ୍ରଭୁ ଜାଲ ।
 ଦବାକର କରଣକୁ କରଇ ତାହୁଲ ॥
 ସର୍ବଗିର ଠାରୁ ଅଟେ ସୁମେରୁ ପ୍ରଧାନ ।
 କରନ୍ତି ଗନ୍ଧର୍ବ ଦେବେ ଯହିଁ ବଚରଣ ॥
 ରଜନୀ ଯୋଗରେ ପ୍ରତିଦିନ ଯେ ପର୍ବତ ।
 ବବଧ ଔଷଧ ଯୋଗେ ହୁଏ ଅଲୋକିତ ॥
 ଯେଉଁ ମହାଧର ଅଭୁତେୟା ଶୃଙ୍ଗମାନ ।
 ଭଜ ହୋଇ ସୁରଲୋକ କରନ୍ତି ଅଛନ୍ତି ॥
 ନବ ନୟା ତରୁଲତା ଯହିଁ ସୁଶୋଭିତ ।
 ବିହଙ୍ଗମ ଗଣ ଯହିଁ ଗାଉଥାନ୍ତି ଗୀତ ॥
 ଦନକରେ ଦେବଗଣ ପର୍ବତ ଶିଖରେ ।
 ମନ୍ତ୍ରଣା କଲେକ ବସି ସବେପର ସ୍ଥରେ ॥
 କି ଉପାୟେ ଅମ୍ବେମାନେ ପାଇବୁଁ ଅମୃତ ।
 ଏହା ଜାଣି ପାର ନାରାୟଣ ଲକ୍ଷ୍ମୀକାନ୍ତ ॥

ବୋଇଲେ ବ୍ରହ୍ମାଙ୍କୁ ଯାଇ ସୁରାସୁର ଗଣ ।
 କରୁନୁ ମିଳିତ ହୋଇ ସଂଗର ମନ୍ଥନ ॥
 ସମୁଦ୍ର ମନ୍ଥନ କଲେ ମିଳିବ ଅମୃତ ।
 ଅନନ୍ତର ଦେବତାଙ୍କୁ ଶୁଦ୍ଧ ଲକ୍ଷ୍ମୀକାନ୍ତ ॥
 ବୋଇଲେ ହେ ଦେବେ କର ସମୁଦ୍ର ମନ୍ଥନ ।
 ପ୍ରଥମେ ପାଇବ ତହିଁ ବିବିଧ ରତନ ॥
 ରତ୍ନମାନ ପାଇ ତହିଁ ହେବଟି ନକ୍ଷାନ୍ତ ।
 ତାହାହେଲେ ପାଇପାର ଶେଷରେ ଅମୃତ ॥

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who 'counted not their lives dear to them in comparison with their truth to their word, and love to one another.'"

“ପ୍ରାଚୀନକାଳରେ ଏପରି ମନୁଷ୍ୟମାନେ ଥିଲେ ଯେଉଁ-
 ମାନଙ୍କର ବଚନର ସତ୍ୟପ୍ରିୟତା ଏବଂ ଅନ୍ୟଙ୍କଠାରେ ଥିବା ପ୍ରୀତି
 ତାହାଙ୍କର ଜୀବନଠାରୁ ଅଧିକ ମଣ୍ଡୁ ଥିଲେ ।”

ଏହି ବାକ୍ୟର ସତ୍ୟତା ପ୍ରତିପନ୍ନ କରି ବାଳକମାନଙ୍କ
 ପାଠୋପଯୋଗୀ ସଂବାଦ ପଢ଼ିବାକୁ ଗୋଟିଏ ପ୍ରବନ୍ଧ ଲେଖ ।

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. Translate into French:—1. When I go to London I shall see my friend's father, mother, brothers and sisters. 2. Old Paris is very different from the Paris of to-day. 3. My brother is a teacher and I am a merchant. 4. Sunday last was the last Sunday in the month. 5. Whatever be his talent, whatever be his intelligence whoever be his friends, I fear lest he should perish. 6. Was your mother at home this morning? No. She was not. 7. I saw your brothers and sisters yesterday. 8. I believe I see him coming; two days ago I saw him going away. 9. I wish I were in your place. 10. He was punished for speaking against his teacher. 11. I saw your brother this morning. 12. Napoleon was defeated in

Russia when he was at the zenith of his power. 13. If he should come I would be happy. 14. If you were to hear him you would believe in him. 15. We soon had finished our task. 16. When they had written their letters they went out. 17. Do you think he has come. 18. I think he has come. 19. I fear you are mistaken. 20. It is necessary that he should come.

II. Correct the mistakes; if any, in the following:—1. Il fallait qu'il vienne. 2. Il prit un baton et m'en donna un coup. 3. Supposez qu'il venait que feriez-vous? 4. Empêchez qu'il gaspille son argent. 5. Dépêchez-vous de peur qu'il arrive avant vous. 6. J'ai coupé mon doigt. 7. Elle a foulé son pied en dansant. 8. Il l'a fait, mais il n'y gagnera rien. 9. Quand un homme est mort on n'y pense plus. 10. Combien avez-vous de pommes? j'ai six, je ne veux pas avoir davantage. 11. Votre mère est une personne obligeant tout le monde; votre sœur est moins obligeante envers nous.

III. Distinguish between:—repartir and répartir; infecter and infester; colorer and colorier; vacant and vaquant; expédiant and expédient; violent and violent; recouvrir and recouvrer; disputer and discuter; fatigant and fatigant; résonner and raisonner.

IV. Explain the allusions in the following passages:—

(a) La gloire efface tout.....tout, excepté le crime!
Mais son doigt me montrait le corps d'une victime,
Un jeune homme, un héros de sang pur inondé.

(b) Ainsi pouvait-on sans crainte lui confier les plus grands secrets..... On ne pouvait assez louer son incroyable dextérité à traiter les affaires les plus délicates. (c) Que s'il est enfin entraîné dans ces guerres infortunées, il y aura au moins cette gloire de n'avoir pas laissé avilir la grandeur de sa maison chez les étrangers.

V. Render into English:—(a) des sourires de commande; (b) prendre quelqu'un à partie; (c) à coup sûr; (d) coûter les yeux de la tête; (e) enfourcher la chimère; (f) tout marche à souhait; (g) donner un bon coup de pied à la misère; (h) elle en abattait de ces histoires! (i) mettre sa langue dans sa poche; (j) prendre la mouche.

VI. Give the meaning of each of the following words or expressions found in "le Cid":—

(a) flamme, heur, lors, onde, pâmoison, revancher, brigue épandre, choir, invaincu.

(b) malgré des feux si beaux qui troublent ma colère,
je ferai mon possible à bien venger mon père;

(c) Adieu je vais trainer une mourante vie,
Tant que par ta poursuite elle me soit ravie.

(d) que je sens de rudes combats!

VII. Paraphrase and explain the following quotations from your texts:—1. Les plus proches voisins du presbytère reçurent le visiteur à bras ouverts mais ne lui ouvrirent que les bras. 2. Pas de danger que l'ami Justin s'encanaille à courir avec nous les *fenêtras* (fêtes votives), à chevaucher les chevaux de bois, à flâter la blan-

quette de Limoux sous les tonnelles. 3. Le frac brodé d'argent s'assied; une robe noire se lève. 4. Sortira-t'on jamais de ce funeste empire? Deux ennemis! le Czar, le Nord. Le Nord est pire.

VIII. Write down in French, in your own words, a summary of Victor Hugo's poem "La conscience."

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TRANSLATION.

I. Translate into English:—

1. LE ROSSIGNOL.

Quand ta voix céleste prélude
Aux silences des belles nuits,
Barde ailé de ma solitude,
Tu ne sais pas que je te suis!
Tu ne sais pas que mon oreille,
Suspendue à ta douce voix,
De l'harmonieuse merveille
S'enivre longtemps sous les bois!
Tu ne sais pas que mon haleine
Sur mes lèvres n'ose passer,
Que mon pied muet foule à peine
La feuille qu'il craint de froisser!
Et qu'enfin un autre poète
Dont la lyre a moins de secrets
Dans son âme envie et répète
Ton hymne nocturne aux forêts!
Mais si l'astre des nuits se penche
Aux bords des monts pour t'écouter.
Tu te caches de branche en branche
Au rayon qui vient y flotter,
Et si la source qui repousse
L'humble caillou qui l'arrêtait
Elève une voix sous la mousse,
La tienne se trouble et se tait!
Ah! ta voix touchante ou sublime
Est trop pure pour ce bas lieu!
Cette musique qui t'anime
Est un instinct qui monte à Dieu!

2. Ce grand cœur qui paraît aux discours que tu tiens,
Par tes yeux chaque jour se découvrait aux miens;
Et croyant voir en toi l'honneur de la Castille,
Mon âme avec plaisir te destinait ma fille.
Je sais ta passion, et suis ravi de voir
Que tous ses mouvements cèdent à ton devoir,
Qu'ils n'ont point affaibli cette ardeur magnanime,
Que ta haute vertu répond à mon estime;
Et que, voulant pour gendre un chevalier parfait,
Je ne me trompais point au choix que j'avais fait.

Mais je sens que pour toi ma pitié s'intéresse,
 J'admire ton courage, et je plains ta jeunesse.
 Ne cherche point à faire un coup d'essai fatal,
 Dispense ma valeur d'un combat inégal;
 Trop peu d'honneur pour moi suivrait cette victoire :
 A vaincre sans péril on triomphe sans gloire.
 On te croirait toujours abattu sans effort,
 Et j'aurais seulement le regret de ta mort.

3. L'abbé Tourtarel procéda graduellement, par des retranchements successifs, qui, menagés dans une progression inexorable, devaient tôt ou tard en dénaturer complètement le caractère habituel. Les plats fins s'en allèrent d'abord. Adieu le gibier, adieu les sauces savoureuses mijotées à petit feu sur les fourneaux et qui exhalaien des parfums à la perdition des âmes; plus de hors d'œuvre, plus de gâteau monté en forme de lyre ou de tiare; les superfluités avaient entièrement disparu, disparu les nouveautés, les primeurs, les surprises, tout ce qui fait le piquant et l'attrait d'un repas. Ainsi dépouillés de leur charme, simplifiés et réduits de jour en jour, les menus du jeudi commençaient à prendre tournure de carême. Les invités s'étaient émus à la longue de ces changements et ils ne se gênaient pas pour en dire leur façon de penser, dès qu'ils avaient tourné le dos au presbytère. Evidemment le curé de Saint-Pastour tournait à l'économie. Dites qu'il tombe dans l'avarice, renchérissait un confrère. Pendant qu'ils maugréaient et se lamentaient, Miion, la vieille servante du curé, triomphait et se réjouissait en son âme.

4. Considérez, messieurs, ces grandes puissances que nous regardons de si bas; pendant que nous tremblons sous leur main, Dieu les frappe pour nous avertir. Leur élévation en est la cause; et il les épargne si peu, qu'il ne craint pas de les sacrifier à l'instruction du reste des hommes. Chrétiens, ne murmurez pas si Madame a été choisie pour nous donner une telle instruction: il n'y a rien ici de rude pour elle, puisque, comme vous le verrez dans la suite, Dieu la sauve par le même coup qui nous instruit. Nous devrions être assez convaincus de notre néant; mais, s'il faut des coups de surprise à nos cœurs, enchantés de l'amour du monde, celle-ci est assez grande et assez terrible. O nuit désastreuse! O nuit effroyable, où retentit tout à coup comme un éclat de tonnerre cette étonnante nouvelle: Madame se meurt! Madame est morte! Qui de nous ne se sentit frappé à ce coup, comme si quelque tragique accident avait désolé sa famille? Au premier bruit d'un mal si étrange, on accourut à Saint-Cloud de toutes parts: partout on entend des cris; partout on voit la douleur et le désespoir, et l'image de la mort. Le roi, la reine, Monsieur, toute la cour, tout le peuple, tout est abattu, tout est désespéré; et il me semble que je vois l'accomplissement de cette parole du prophète: "Le roi pleurera, le prince sera désolé, et les mains tomberont au peuple de douleur et d'étonnement?"

(Not from Text-Books.)

5. Mérovée avait fait un massacre épouvantable des Romains. On le voyait debout sur un immense chariot, avec douze compagnons d'armes, appelés ses douze pairs, qu'il surpassait de toute la tête. Au-dessus du chariot flottait une enseigne guerrière, surnommée l'Oriflamme. Le chariot, chargé d'horribles dépouilles, était trainé par trois taureaux dont les genoux dégouttaient de sang et dont les cornes portaient des lambeaux affreux. L'héritier de l'épée de Pharamond avait l'âge, la beauté et la fureur de ce démon de la Thrace qui n'allume le feu de ses autels qu'an feu des villes embrasées. Les cheveux blonds du jeune Sicambre, ornés d'une couronne de lis, ressemblaient au lin moelleux et doré qu'une bandelette virginalle rattache à la quenouille d'une reine des barbares. On eût dit que ses joues étaient peintes du vermillon de ces baies d'églantiers, qui brillent au milieu des neiges, dans les forêts de la Germanie. Sa mère avait noué autour de son cou un collier de coquillages, comme les Gaulois suspendent des reliques au rameau du plus beau rejeton d'un bois sacré.

II. Translate into French :—What is to be done, when so many men, so many towns, so many cities, so many nations submit to a single tyrant, who possesses no power but that which is given to him, and who could not injure them if they were not willing to endure it? What a misfortune, or what a vice to see an infinite number of people, not obeying but serving, not being governed, but being tyrannised over by a single individual; and he neither a Hercules, nor a Samson, but an insignificant little man, and very often the greatest coward, and the most effeminate person in the nation! Poor miserable people! senseless races, stubbornly clinging to evil, and blind to your own welfare, you live in such a way that you can call nothing your own, neither your property, nor your kinsfolk, nor your children, nor your own lives. And all this ruin befalls you, not from your enemies—although he is your enemy,—but from him whose greatness is of your own making: for him you go forth so courageously to war, and for his grandeur you do not hesitate to sacrifice your own lives.

WEDNESDAY, 3RD DECEMBER, 2 TO 4 P.M.

ALGEBRA.

I. 1. Determine a and b so that $x^5 - x + ax + b$ may be exactly divisible by $x^2 + x - 6$.

2. Show that $x(y-z)(y+z-x)^4 + y(z-x)(z+x-y)^4 + z(x-y)(x+y-z)^4 = 16xyz(x-y)(x-z)(y-z)$.

II. 1. Find the square root of $11 + \sqrt{24} + 4\sqrt{3} + 6\sqrt{2}$.

2. Rationalize the relation $\sqrt[3]{x} + \sqrt[3]{y} + \sqrt[3]{z} = 0$.

III. 1. Find the condition that the expression $a^2x^2 + bx + c$ may be always positive. 2. Determine the limits to the real values of x in the equation $9x^2 - 18xy + y^2 - 2x + 6y + 29 = 0$.

IV. 1. Find the values of $x : y : z$ from the equations $x + y + z = 0$; $\frac{a(b-c)^2}{x} + \frac{b(c-a)^2}{y} + \frac{c(a-b)^2}{z} = 0$.

2. s varies as the sum of two quantities; one of them varies directly as $x^{\frac{1}{2}}$ and the other inversely as $x^{\frac{1}{2}}$. If $s = 1$ when $x = 1$, and $s = 38$ when $x = 4$, find the value of s when $x = 9$.

V. 1. If an odd number of arithmetic means be inserted between a and c , show that the sum of the means that precede the middle term bears a constant ratio to the sum of the means that follow it, whatever the number of the means may be. 2. A ship with a crew of 175 men set sail with a store of water just sufficient to last to the end of the voyage. But on the 31st day plague appeared and carried off three men on that day and every successive day; and at the same time a storm arose, which protracted the voyage by three weeks. The ship, however, arrived in port without any diminution in each man's daily allowance of water. Required the time of the passage and the number of men alive when the vessel reached the harbour.

VI. 1. Prove by *Mathematical Induction* that the sum of the cubes of the first n natural numbers is $n^2(n+1)^2/4$. 2. Sum to n terms the series

$$(\alpha) 1.2^2 + 2.3^2 + 3.4^2 + \dots$$

$$(\beta) 1^2.x + 2^2.x^2 + 3^2.x^3 + \dots$$

VII. Find the number of permutations of n things taken r together. Show that the number of ways in which n persons can be arranged in a row so that neither of two particular persons may occupy the first or second position is $(n^2 - 5n + 6) | n - 2$.

VIII. If c_r denote the coefficient of x^r in the expansion of $(1+x)^n$, where n is a positive integer, find the value of $c_0^2 - c_1^2 + c_2^2 - \dots + (-1)^n c_n^2$ and show that $1.c_0^2 + 3.c_1^2 + 5.c_2^2 + \dots + (2n+1)c_n^2 = (n+1) | 2n | n. | n$.

THURSDAY, 4TH DECEMBER, 10 A.M. TO 12 NOON.

TRIGONOMETRY.

I. 1. What would be the measure of a radian if a right angle were taken as the unit of angular measurement? 2. The measure of an angle in degrees exceeds its measure in radians by unity. Find the measure of the angle in degrees and in radians.

II. 1. Prove geometrically that

$$\sin C - \sin D = 2 \sin \frac{C-D}{2} \cos \frac{C+D}{2};$$

$$\cos D - \cos C = 2 \sin \frac{C-D}{2} \sin \frac{C+D}{2}.$$

2. Prove that $\frac{\cos^3 10^\circ + \sin^3 20^\circ}{\cos 10^\circ + \sin 20^\circ} = \frac{3}{4}$.

3. Establish the identity
 $\cos A + \cos 3A + \cos 5A + \cos 7A = \frac{1}{2} \sin 8A \operatorname{cosec} A$.

III. 1. Find a general expression for all the angles that have a given sine.

2. Solve the equation $2(1 + \tan \theta) = (1 - \tan \theta) \sec 2\theta$.

3. Eliminate θ between the equations

$$a \sec \theta - c \tan \theta = d,$$

$$b \sec \theta + d \tan \theta = c.$$

IV. 1. Prove that in any triangle ABC , $a = b \cos C + c \cos B$, and from this and the corresponding formulæ deduce the relations $a \operatorname{cosec} A = b \operatorname{cosec} B = c \operatorname{cosec} C$.

2. Prove that $c^2 = (a + b)^2 \sin^2 \frac{C}{2} + (a - b)^2 \cos^2 \frac{C}{2}$.

3. If the angle C is a right angle, prove that

$$\frac{a^2 \cos B}{1 + \sin B} - \frac{b^2 \sin B}{1 + \cos B} = \frac{c^2 \sin(A - B)}{\cos A + \cos B}.$$

V. If AB is a side of a regular polygon of n sides inscribed in a circle whose centre is O , prove that the area of the regular polygon of n sides circumscribed to the circle is equal to the rectangle contained by the perimeter of the inscribed polygon and the radius of the circle described about the triangle OAB .

VI. 1. Find $\log_a x$, being given $\log_{ab} x = k$ and $\log_b x = l$.

2. If in a triangle $a = 78$, $b = 43$, and $C = 84^\circ 24'$, find A and B , having given

$$\log 2 = .3010300, L \cot 42^\circ 12' = 10.0425150,$$

$$\log 7 = .8450980, L \tan 17^\circ 41' = 9.5035459,$$

$$\log 11 = 1.0413927, L \tan 17^\circ 42' = 9.5039822.$$

VII. Prove that in any triangle ABC ,

$$r_1 = s \tan \frac{A}{2} = 4R \cos \frac{B}{2} \cos \frac{C}{2} \sin \frac{A}{2}.$$

D, E, F are the points of contact with the sides BC, CA, AB of the escribed circle of the triangle ABC , which touches AB and AC produced. If r_1, x, x_1, x_2, x_3 are the radii of the escribed circles of the triangles ABC, DEF, AEF, BFD, CDE respectively opposite to the angles A, D, A, B, C , of these triangles respectively, prove that $2x_1 x_2 x_3 = r_1 x^2$.

VIII. A person standing on the slope of a hill of inclination α observes that the angle of elevation of the top of a pillar standing at the foot of the hill is 30° . He then walks a distance a down the hill towards the pillar and finds the angle of elevation of the top of the pillar to be 60° . Show that the height of the pillar is

$$\frac{a}{2} (\sqrt{3} \sec \alpha + 4 \sin \alpha).$$

THURSDAY, 4TH DECEMBER, 1 TO 4 P.M.

GEOMETRY.

I. Prove that, if in a triangle one side be greater than another the angle opposite the first side is greater than the angle opposite the second. In a triangle ABC the side AB is greater than the side AC , and the bisector of the angle BAC meets the side BC in D . Show that BD is greater than DC .

II. Prove that in a triangle the square on a side opposite to an acute angle is less than the sum of the squares on the other two sides by twice the rectangle contained by either of these sides and the portion of it intercepted between the perpendicular let fall on it from the opposite angle, and the acute angle. Show that if two sides of a quadrilateral are parallel, the sum of the squares on the diagonals is equal to the sum of the squares on the sides which are not parallel and twice the rectangle contained by the sides which are parallel.

III. Prove that angles in the same segment of a circle are equal. ABC is a triangle whose vertices are on a circle whose centre is O , and D, E are the feet of the perpendiculars from B and C upon the opposite sides. Show that OA and DE are at right angles to one another.

IV. Show how to draw from a given point a tangent to a given circle. Draw a straight line so that the intercepts made on it by two given circles shall be of given lengths.

V. Show how to inscribe a circle in a given triangle ABC . Prove that if the inscribed circle touch the side BC in D , the incircles of the triangles ABD, ACD touch one another.

VI. Show that if a straight line be drawn parallel to a side of a triangle, it will cut the other sides, or those sides produced, proportionally. D is the middle point of the side BC of the triangle ABC , P is any point in AD , and CP, BP meet the opposite sides in E and F . Show that EF is parallel to BC .

VII. Prove that similar triangles are to one another in the duplicate ratio of their homologous sides. AB is a diameter of a circle, and a straight line through A meets the circle again in C , and the tangent at B in D . If E is the other extremity of the diameter of the circle through C , and ED intersects AB in F , show that the ratio of AF to FB is the duplicate ratio of AD to AB .

VIII. Prove that if an angle of a triangle be bisected by a straight line which cuts the opposite side, the rectangle contained by the segments of this side, together with the square on the bisecting line is equal to the rectangle contained by the other two sides. ABC is a triangle, and D, E are points on its circumcircle equally distant from A and such that the square on AD is equal to the rectangle contained by the sides BA, AC . If DE intersects BC in F , show that AF bisects the angle BAC .

FRIDAY, 5TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOGRAPHY.

I. State Newton's law of gravitation. Explain why the weight of a body is not constant over the surface of the earth.

II. Explain how rocks may be classified according to their mode of formation. State to which classes the following belong and describe them:—basalt, granite, marble, shale, slate.

III. What proofs have we of the gradual elevation of various tracts of land? Give examples of such places.

IV. Explain how the depth of the ocean is determined, and give a brief account of what has been ascertained in this way regarding the form of the ocean floor.

V. Explain the following and describe their formation:—avalanche, crevasse, glacier, iceberg, moraine, striae.

VI. Describe an instrument by which the humidity of the air is measured, and explain its use.

VII. Describe aurorae and state where they occur. How do they vary from year to year? Mention other phenomena which have been observed to vary in the same way.

VIII. What corrections are made in the reading of the barometer in order to compare the pressure of the atmosphere at different places? How can we, by means of the values so obtained, represent graphically the variation of the pressure over a large area? Give, as examples of this, rough sketches showing the distribution of pressure in India in January and July.

IX. Account for the difference between the mean solar day and (1) the apparent solar day, (2) the sidereal day.

FRIDAY, 5TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Explain the differences in the composition of the blood in the Renal, Pulmonary, and Portal veins, and Superior Vena Cava.

II. What are the principal waste products formed in the body? State where they are formed and eliminated. What determines the quantity formed in any tissue?

III. Write short notes on the following:—(a) Ductless glands, (b) The glycogenic function of the liver, (c) Blood pressure, (d) Lymph.

IV. Write a short essay on the nature and use of secreting glands.

V. Describe the changes which the various digestive juices produce in bread.

VI. Give a short account of any reflex nerve action, and construct a diagram to show clearly the paths taken by the nerve impulses.

VII. Give a simple physiological explanation of each of the following:—(1) The contents of the thoracic duct appear white after a meal. (2) Though the beating of the heart is intermittent, the flow of blood from the cut end of a vein is continuous. (3) The skin acts freely in hot weather. (4) Temporary closure of the air passages is followed by rapid breathing.

FRIDAY, 5TH DECEMBER, 2 TO 5 P.M.

HISTORY OF GREECE AND ROME.

I. Compare the Grecian with the Roman colonies as regards (1) the general causes of their foundation, (2) their relation to, and (3) their value to, the mother-city.

II. Contrast the parts played by Athens against Persia and against Macedon. Point out the importance of the triumph of (1) Greece over Persia, and (2) Macedon over Greece.

III. What elements, social and constitutional, that were not democratic existed at Athens in the age of Pericles, and what elements, social and constitutional, that were not oligarchic at Sparta in the same period?

IV. Trace the revival of the power of Athens from the close of the Peloponnesian War to 355 B. C.

V. Sketch the history of the Tribunate down to the fall of the Republic, noting any changes in its character.

VI. When and under what circumstances was Achaia annexed by Rome? Point out the effects upon Rome of her Grecian conquests.

VII. Compare and contrast Sulla and Cicero as champions of the Senate, illustrating your answer from facts in their careers.

VIII. How far was the constitution under Augustus a continuation of that of the Republic?



B.A. DEGREE EXAMINATION, 1902.

ENGLISH LANGUAGE DIVISION.

MONDAY, 8TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH POETRY.

NOTE.—The answers are to be written in two books—one for each part.

Part I.

I. 1. On what is the *Clerke's Tale* based? How may the date of it be fixed approximately? State what portions were subsequently added. 2. How does the *Envoy* differ metrically from the rest of the *Clerke's Tale*?

II. Re-write in Modern English :—

- (a) 1. O stormy peple! vnsad and euer vntreue !
 Ay vndiscreet and chaunging as a vane,
 Delyting euer in rombel that is newe,
 For lyk the mone ay wexe *ye* and wane ;
 Ay ful of clapping, *dere ynough a Iane* ;
 Your doom is fals, your constance *yuel* preueth,
 A ful greet fool is he that on you leneth.
2. And in hir swough so sadly holdeth she
 Hir children two, whan she gan hem *tembrace*,
 That with greet sleighte and greet difficultee
 The children from hir arm they *gonne arace*
 O many a teer on many a pitous face
 Down ran of hem that *stoden* hir bisyde ;
Vnnethe abouten hir myghte they abyde.

(b) Write notes on the grammar of the italicised expressions in the above passages.

III. Explain, with notes where necessary :—Sikly berth,—more penible,—all and some,—yuel biseye,—a sturdy husbond,—somdel ock to-rent. He of his cruel purpose nolde stente. Lest Chicheuache yow swolwe in hir entraille.

IV. 1. What led Dryden to write Mac Flecknoe? 2. Give in a few sentences the substance of *Pheidippides*. 3. *Rabbi Ben Ezra* is said to represent Browning's 'Theism.' Explain and give briefly the leading ideas in the poem. 4. Masson says: "The most obvious characteristic of Keats's poetry is certainly sensuousness." Discuss this criticism.

V. Annotate and explain :—

- (a) Great Fletcher never treads in buskins here,
 Nor greater Jonson dares in socks appear.
- (b) Choose for thy command
 Some peaceful province in Acrostic land.
- (c) O latest born and loveliest vision far
 Of all Olympus' faded hierarchy.
- (d) Heard melodies are sweet but those unheard
 Are sweeter.
- (e) Such feasting ended then
 As sure an end to men ;
 Irks care the crop-full bird? Frets doubt the maw-
 grammated beast?
- (f) All I could never be,
 All, men ignored in me,
 This I was worth to God, whose wheel the pitcher
 shaped.
- (g) The same that oftimes hath
 Charm'd magic casements, opening on the foam
 Of perilous seas, in faery-lands forlorn. •

Part II.

VI. Briefly discuss the question, whether there is reason to suppose that *Coriolanus* had a political reference, and that there is in it an exposition of Shakspeare's political faith.

VII. 1. Mention the principal features of the character of Menenius as described by himself in his first conversation with the tribunes. Contrast his attitude towards the people with that of Coriolanus. 2. Show how, at the two great crises of his life, want of judgment was Coriolanus's ruin. What is your estimate of the part played by Volumnia on each of these occasions?

VIII. 1. The folio reading of I-9-41-46 is:—

May these same instruments, which you profane,
Never sound more : when drums and trumpets shall
I' th' field prove flatterers ; let courts and cities be
Made all of false-fac'd soothing :
When steel grows soft, as the parasites silk,
Let him be made an overture for the wars.

Discuss the emendations that have been proposed for this passage. 2. Give the meaning of the following passage in your own words:—

So our virtues
Lie in the interpretation of the time :
And power, unto itself most commendable,
Hath not a tomb so evident as a chair
To extol what it hath done.

3. Explain the following expressions:—(a) an inventory to particularise their abundance; (b) your bisson conspectuities; (c) to jump a body with a dangerous physis; (d) to bear the 'knave' by the volume. 4. In what sense is each of the following words used in *Coriolanus*—(a) singularity, (b) articulate, (c) innovator, (d) stoutness, (e) foxship, (f) inform?

IX. 1. Annotate:—

- (a) His pupil age,
Man-enter'd thus, he waxed like a sea,
And in the brunt of seventeen battles since
He lurch'd all swords of the garland.
- (b) My affairs
Are servanted to others : though I owe
My revenge properly, my remission lies
In Volscian breasts.

2. Explain the allusions in the passages below:—

- (a) In that day's feats,
When he might act the woman in the scene,
He proved best man i' the field, and for his meed
Was brow-bound with the oak.
- (b) I think he'll be to Rome
As is the osprey to the fish, who takes it
By sovereignty of nature.

X. 1. Remark upon the construction of the following sentences:—

(a) If he did not care whether he had their love or no, he waved indifferently twixt doing them neither good nor harm.

(b) Fortune's blows,
When most struck home, being gentle wounded, craves
A noble cunning.

2. Divide the following lines into feet, and mark the accented syllables:—

(a) Ransoming him, or pitying, threatening the other.

(b) Fast foe to the plebeii, your voices might.

(c) O heavens! O heavens!
Nay, I prithee, woman.

MONDAY, 8TH DECEMBER, 2 TO 5 P.M.

ENGLISH PROSE.

Part I.

NOTE.—*The answers are to be written in two books—one for each part.*

I. "I set myself the little task of making a *picturesque* story, rising in every chapter, with characters true to nature, but whom the story should express more than they should express themselves by dialogue." (Dickens—Private letter.) Examine *A Tale of Two Cities* with a view to showing how far it satisfies the test here proposed.

II. Discuss *two* of the following criticisms:—(a) 'There is no piece of fiction known to me, in which the domestic life of a few simple people is in such a manner [as it is in *A Tale of Two Cities*] knitted and interwoven with the outbreak of a terrible public event, that the one seems but part of the other.' (b) '*A Tale of Two Cities* is a mixture of mannerism and melodrama.' (c) '*A Tale of Two Cities* is unique among the novels of Dickens in the all but entire absence in it of any humour or attempt at humour.' (d) 'Dickens' story of the Revolution is unsatisfactory as a Romance, not so much because the main interest of the story centres in the fate of a person who is himself uninteresting, as because the scheme of the novel requires the sacrifice of the person in whom the author has aroused most interest for the benefit of the person in whom he has awakened least.'

III. 1. Objection has been taken to the manner and agency by which Dickens brings about the death of Madame Defarge. Examine this objection. 2. Mention two or more historical incidents of the French Revolution which Dickens has related in connection with imaginary personages.

IV. Comment on the following, in each case mentioning the context:—(a) "A prophetic private in the Life Guards had heralded

the sublime appearance by announcing that "arrangements were made for the swallowing up of London and Westminster." (b) 'One of the most remarkable sufferers by the same axe . . . had asked to be allowed to write down the thoughts that were inspiring her.' (c) 'There is a great crowd coming into our lives, if that be so.' (d) 'Some discovered letters and other memorials of prisoners of old time, long dead of broken hearts.' (e) 'So armed he was stronger than his namesake, and blinder, and tore away the gates of God's own temple every day.' (f) 'Observers of the wretched millions in France . . . had seen it inevitably coming, years before, and, had—in plain words recorded what they saw.' (g) 'There might be medical doctors . . . a banking away like smoke at Tellson's, and a cocking their medical eyes at that tradesman on the sly.' (h) 'The time was to come when the gaunt scare-crows of that region should have watched the lamplighter . . . so long as to conceive the idea of improving on his method.'

V. Write short notes on the following:—'*Cock lane ghost*' '*the strong bull's eye of the court*,' '*jargon about the "centre of Truth,"*' '*the Carmagnole*,' '*Foulon*,' '*the September massacre*,' '*the spy of Pitt*,' '*another disciple of Izaak Walton*.'

Part II.

VI. How does Arnold apply his "comparative" method of criticism to Leopardi, Byron, and Wordsworth?

VII. 1. In what, according to Arnold, "consists the immense superiority of Chaucer's poetry over the romance-poetry"? 2. How does Arnold account for the influence of Wordsworth between 1830 and 1840 A.D., and the comparative neglect of him before and after? 3. "We arrive best at the real estimate of Burns by conceiving his work as having truth of matter and truth of manner, but not the accent or the poetic virtue of the highest masters." Explain this.

VIII. 1. Who are (a) Taine, (b) Scherer, (c) Goethe, (d) Swinburne? What are their respective criticisms of Byron? 2. In what sense does Arnold use the words (a) *classic*, (b) *Philistine*, (c) *Moral ideas*?

IX. Explain, as explained by Holmes, the following statements:—(a) "A mellowing rigourist is always a much pleasanter object to contemplate than a tightening liberal." (b) "I know this, that the way Mother Earth treats a boy shapes out a kind of natural theology for him." (c) "I am afraid that science is breeding us down too fast into coral insects." (d) "I dare not be a coward with my lips, Who dare to question all things in my soul."

X. "What is your general estimate of lawyers, doctors, and ministers?" Summarise the Old Master's reply to this question.

XI. (a) Why did the poet desire to live in an egg-shaped thinking-cell? (b) What does Holmes mean by "three-story men"?

TUESDAY, 9TH DECEMBER, 10 A.M. TO 1 P.M.
ENGLISH LANGUAGE AND LITERATURE.

Parts I and II should be written in separate books.

Part I.

I. Summarise the chief features that distinguish Elizabethan English from Victorian English. In what important points is Early English a contrast to both?

II. Explain where necessary, and illustrate the following statements:—1. "Case in the sense of *form* must be carefully distinguished from case in the sense of *relation*." 2. "The most archaic part of English Grammar is the pronouns." 3. "There is little doubt that the dictionaries of the eighteenth century had important effects on the pronunciation of English words."

III. State clearly the phonetic laws which are illustrated by the change of vowel sound or of consonant sound in such words as *man*, *men*; *wise*, *wisdom*; *house*, *houses*; *bind*, *bundle*; give another example of each case.

IV. Write notes on the etymology of the italicised portions of the following words:—*nearer*, *first*, *twice*, *stress*.

V. Arrange the following words into four cognate pairs, and show how far each pair illustrates Grimm's Law:—*brotherly*, *head*, *host*, *capital*, *fraternal*, *guest*, *divine*, *Tuesday*.

VI. Examine the following passages with special reference to qualities of style. Note both merits and defects.—(a) There was one man, whose sharp and manly logic had often in debate been found a match for the lofty and impassioned rhetoric of Pitt, whose talents for jobbing were not inferior to his talents for debate, whose dauntless spirit shrank from no difficulty or danger, and who was as little troubled with scruples as with fears. Henry Fox, or nobody, could weather the storm which was about to burst. Yet was he a person to whom the court, even in that extremity, was unwilling to have recourse. He had always been regarded as a Whig of the Whigs. He had been the friend and disciple of Walpole. He had long been connected by close ties with William Duke of Cumberland. By the Tories he was more hated than any man living. So strong was their aversion to him that when, in the late reign, he had attempted to form a party against the Duke of Newcastle, they had thrown all their weight into Newcastle's scale. By the Scots, Fox was abhorred as the confidential friend of the conqueror of Culloden. He was, on personal grounds, most obnoxious to the Princess Mother. For he had, immediately after her husband's death, advised the late king to take the education of her son, the heir apparent, entirely out of her hands.....Of all the statesmen of the age therefore, it seemed that Fox was the last with whom Bute, the Tory, the Scot, the favourite of the Princess Mother, could, under any circumstances, act. Yet to Fox Bute was now compelled to apply. (b) That was Ruskin's watchword all through life. Other people may like their own ways of living—he also had

his ; and it was totally opposed to the ordinary conception of " life." As at Oxford, so in his after-labours, he was assiduous more than the general. Many an office worker, whose daily hours of work are more than the six which were his self-appointed task, in after-life, would say his life was easy. Let them remember that Ruskin's recreations, like those of all great men, were such as would be labour to many another ; his mind was never relaxed from his life work for a moment. His leisure hours were always devoted to preparation for the next effort—unconsciously perhaps ; but with the unconsciousness of a mind that never ceased to dwell on many all-absorbing studies—art and architecture, ethics and morality ; subjects all of which were in his books intermingled and blended in that fascinating and polished language, which if it does not always convince absolutely, yet never fails to inspire reverence by its charming and elegant flow. When at Oxford—when he had a task to achieve which taxed his energies to the utmost, his work was begun at six in the morning, nor was it ended until midnight, with very little rest between ; finally he found his throat was irritated, and could detect the presence of blood in his mouth—symptoms which all will know only too well as those of consumption.

Part II.

VII. Trace in outline the history of English prose literature during the fourteenth and fifteenth centuries, and write brief critical accounts of any two writers you may mention.

VIII. How and to what extent did the work of John Lyly, Marlowe, and Ben Jonson respectively influence the development of the English drama ?

IX. Illustrate by reference to specific works the distinctive qualities of the writings of three of the following :—Defoe, Charles Lamb, Gray, Johnson, William Morris and Louis Stevenson.

X. Write a brief description and critical estimate of two of the following :—The Tale of a Tub, Cato, Samson Agonistes, The Task, Idylls of the King, The Rape of the Lock.

XI. 1. Trace the history and development of the novel from the beginning of the eighteenth century to the death of Dickens. Write a critical account of any novel—other than the *Tale of Two Cities*—which was written within this period, and which you have yourself read. 2. Account for the increasing importance during the nineteenth century of the novel as a literary form. Give any reasons for thinking that the epoch of its greatest importance is already past.

TUESDAY, 9TH DECEMBER, 2 TO 4 P.M.

ESSAY.

Write an essay on *one* of the following subjects :—

- (a) How does the education of women react on a community ?
- (b) The use and abuse of money.
- (c) " There is some soul of goodness in things evil
Would men observingly distil it out."

TUESDAY, 9TH DECEMBER, 4-5 TO 5-5 P.M.

FIFTH PAPER IN ENGLISH.

SANSKRIT.

Translate into English :—

कदाचिद्वाराणस्यां दरिद्रोऽपि सन्तुष्टधर्मकारः कश्चिदा-
सीत् । स ह्यनिर्विण्णः स्वव्यापारमनुतिष्ठन्सुखेन कालमनयत् ।
तस्य प्रातिवेश्यः कश्चिन्महाधनिको धनमित्रो नाम वणिक् प्रति-
वसति स्म । एकदा स धनी चर्मकारं दृष्ट्वाप्राक्षीत् ‘मित्र, प्रत्यब्दं
त्वया कियद्द्रव्यमर्ज्यते’ इति । स तु प्रहसन्नेव प्रत्यवादीत् ‘आर्य,
वर्षस्य कियदिति पृच्छ्यते । तथा संख्यां कर्तुं न मे परिचयः ।
अहन्यहनि देहयात्रां कुर्वन्हायनमखिलं यथमप्यतिवाहयामि’
इति ॥ धनमित्रोऽब्रवीत् ‘भवतु, अनुदिवसं कियद्द्रव्यं लभ्यते’
इति । चर्मकारः—‘एकस्मिन्दिने किञ्चिदधिकमन्यारिमन्किञ्चिन्न्यू-
नमाहत्य कुटुम्बभरणाय यावत्पर्याप्तं तावद्भुज्यते’—इति ॥ स धनी
तस्य मनस्तोषमुपलभ्यापि तादृशं दारिद्र्यमनुशोचन्नेवमभाषीत्. ‘तव
दुर्दशमद्यापनेष्यामि । अत्र विद्यन्ते शतं दीनाराः । इमान् गृही-
त्वा गूढं रक्ष, यथा सङ्कुटुम्बेष्वात्मपोषणायोपयुज्यन्ते’ । इति ॥ च-
र्मकारः, ‘एतादृशभाग्यलाभः स्वप्नेऽप्यचिन्तितो मया’ इति परां
मुदमबिन्दत । तदनन्तरं धनमित्रं महोपकारिणं प्रणम्य ‘प्रभो, या-
वज्जीवं कृतज्ञतां परिपालयामि’ इति वदन्निविष्टः सदन-

मयासीत् । प्रथमतः द्रविणरक्षणीपायं चिन्तयन्नात्रिं जजागार ।
तथा चोक्तम्—

“ अर्थानामर्जने दुःखमर्जितानां च रक्षणे ।

नास्ते दुःखं व्यये दुःखं धिगर्थान्कष्टसंश्रयान् ॥ ”

ततोऽपररात्रे उत्थाय पृथ्वीं खनन् कुत्रचिद्विले निचि-
क्षेप दीनारान् । ततः प्रभृति चिन्तामापेदे । पूर्वं तन्मनोगता
निर्वृतिः कुत्रचिद्विलिता । अजस्रं पृथ्वीगतं धनमेव ध्यायन् ‘ यदि
तत्स्थानं चौरैर्विदितं स्यात्तर्ह्यचिराद्वस्त्रपहृतं भवेत् ’ इति भीतभी-
तो मुहुर्मुहुस्तत्रैव गतागतं कुर्वन्यामिनीं निर्निद्रो नयन्परं दुःख-
मनुबभूव । एवं चिन्तापरवशः कृशतां प्राप । अन्यविषयेषु मनः
प्रवर्जयितुं न शक्नाक । शून्यमनस्कतया तरय स्वकर्मणि कौशलम-
प्यक्षीयत । मित्रेष्वविश्वासः समजनि । स्मितपूर्वमन्यान्नैवाभ्यभा-
षत । अन्तिके मार्जारसरणेऽपि ‘ कश्चित्खनति भुवम् ’ इति क्री-
शति स्म । किं बहुना,

“ निक्षिप्ता विवरे तेन द्रव्येण सह निर्वृतिः ।

दुःखजागरशङ्काद्यास्तस्याभूक्सुहृत्तमाः ॥ ”

LATIN.

Translate into English:—

Haec igitur prima lex amicitiae sancitur, ut ab amicis honesta
petamus, amicorum causa honesta faciamus; ne expectemus
quidem dum rogemur, studium semper adsit, cunctatio absit;
consilium verum dare audeamus libere; plurimum in amicitia
amicorum bene suadentium valeat auctoritas, eaque et adhibeatur
et proponendum non modo aperte, sed etiam acriter, si res postulabit,

et adhibitae pareatur. Nam quibusdam, quos audio sapientes habitos in Graecia, placuisse opinor mirabilia quaedam (sed nihil est, quod illi non persequantur argutiis): aiunt scilicet "fugiendas esse nimias amicitias, ne necesse sit unum sollicitum esse pro pluribus; satis superque esse sibi suarum cuique rerum, alienis nimis implicari molestum esse; commodissimum esse quam laxissimas habenas habere amicitiae, quas vel adducas cum velis vel remittas; caput enim esse ad beate vivendum securitatem, qua frui non possit animus, si tamquam parturiat unus pro pluribus."

PERSIAN.

Translate into English:—

زغن گفت در روزگار پیمین زالی بود بغایت
ضعیف حال - و کلیه داشت تنگ تر از دل جاهلان و
تیره تر از گور بخیلان - و گریه با او مصاحب بود که
هرگز روی نان در آئینه خیال ندیده - و از یگانه و بیگانه
نام آتش نشنیده - و بهمان قانع بود که گاه گاهی بوی
موشی از سوراخی شنیده - و یا نقش پای او بروی
تخته خاک دیده - و اگر احوال بددگاری بهشت و
مساعده سعادت موشی بچنگ وی افتاده (مصرع)
چون گدائی که گنج زریابد * رخس از شادی بر افروختی -
و غم گذشته را مشعل حرارت خریزی بسوختی - و تا یک
هفته کما بیش بدان مقدار غذا گذرانیدی - و گفתי
(بیت) اینک می بینم به بیداری امست یارب یا بهواب *
خوبستن را در چنین نعمت پس از چندین عذاب *
و بواسطه آنکه خانه پیر زن فقط سال آن گریه بود پیوسته
زار و نزار بودی - و از دور به شکل خیالی میبودی -
روزی از غایب به طاعتی بزمعتی تمام باله نام برآمده

گره ديد که بر ديوار خانه همسايه ميخراميد - و بدمتور
 مشير ژيان گام شمرده مي نهاد - و از غايت فربهي قدم
 آهسته بر ميداشت - گره پير زن چون از جنس خود
 بدان تازگي و فربهي ديد متعير شده فرياد برکشيد که
 (مصرع) باري خرامان ميرمي آخر بگوئي از کجا *
 تو بدین لطافت از کجائي - و چنان مي نمايد که از
 ضيافت خانه خان خطا مي آئي - اين طراوت تو از
 چيست؟ و اين قوت و شوکت تو از کجا است؟ گره
 همسايه جواب داد که من ريزه خور خان سلطانم - هر
 صبح بر درگاه شاه حاضر شوم - و چون خوان نعمت
 بگسترانند جرائي و جلادتي نمايم و علي الجمله از
 گوشت هاي فربه و لانهاي ميده لقمه در ربايم - و تاروژ
 ديگر مبرف الحال بسر برم - گره پير زن پرسيد که گوشت
 فربه چگونه چيزي باشد - و نان ميده بر چه نوع مزه
 دارد - من در مده العبر جز شورباي پير زن و گوشت
 موش چيزي ندیده و نه ورده ام - گره همسايه بخنديد
 و گفت بواسطه آنست که ترا از عنکبوت فرق نبي
 توان کرد - و ابناي جنس مارا ازين شکل و هيئت که
 توداري عاري تمام است - و ازين صورت و صفت که
 از خانه رو بصرا آورده انگي بردوام - (فرد) *
 از گره همين گوش و دمي هست ترا
 باقي هم عنکبوت را مي مالي *

HINDUSTANI.

Translate into English:—

یہاں کے چارپاون میں ہاتھی عجیب خلقت ہی ۔ صورت سیرت میں سب سے جدا ۔ قد و قامت میں نہایت اونچا ۔ جسامت میں کوہ پیکر اور قوت میں اکثر حیوانوں سے بالا تر ۔ رنگت میں بیشتر سیاہ ۔ حال حال بھورا بھی دیکھے میں آیا ہی ۔ سوائے اسکے بڑا چھوٹا بھی ۔ لیکن چھوٹے کو کمینڈ ہیا اور بڑے کو کنجل کہتے ہیں ۔ ناک کی جگہ اسکی ایک لمبی مونڈ اڑھے کی مانند ۔ جس چیز کو چاہے اس سے اٹھالے ۔ اور کان ایسے چوڑے کہ چھاج کے برابر ۔ جب انہیں جھڑ جھڑائے ۔ ایک فراٹا باوکا آئے ۔ دو دانت اسکے طول میں ایک گز سے کچھ کم و زیادہ غار دھن سے لگے ہوئے ایک بھسونڈے کے ادھر اور ایک ادھر ۔ سفید اس قدر کہ شمع کافوری کو بے نور کر دین ۔ اور مسخت اس مرتبہ کہ پہاڑ کو چکنا چور کر دین ۔ طرفہ بہر ہی کہ تمام اعضا اس کے موافق ڈیل کیے ہیں ۔ لیکن آنکھیں چھوٹی ۔ وجہ اسکی خالق کو بہتر معلوم ہی مخلوق گیا جالے ۔ پر اتنا خیال میں آتا ہی کہ صانع نے اسکی آنکھوں کو شاید اسواسطے بڑا لکھا کہ خود بین ہو جاتا ۔ بلکہ خاکساری کی خصلت عطا کی ۔ چنانچہ تھان پر کھڑا اکثر خائف ہر میں ہونڈ سے ڈالا کرتا ہی پر جس وقت ہتھیائی

पर आते शेर घुमना कि किया नाब कि अके मेह चूहसके -
 एक चहेगा में रहर आ होजाई जले कि लोभ न
 है - चनाले अमोदे कार एक फिल जंगी को बराबर
 हजार सवार जरा के जाते हैं - वाचि के बहादुर है
 ऐसा है होता है कि लोभ बंदूक को पहलूझी से बड़ा
 नहीं समझता *

MARATHI.

Translate into English:—

1. नारायणरावाचा हा कांचनवर्णी पोषाख, गळ्यातील
 टपोर मोयांची कंठी, तींतील पाचूचे खडे व हिऱ्यांचे पदक,
 हत्यारांच्या मुठी व म्याने, पडदाळे, घोड्याचे जीन ह्यांवरील
 जडावाचे काम, भाल्याचे चकचकीत पान, व घोड्याची ति-
 ळतिळीत व श्वेतवर्णी लव ह्यांवर सूर्याचे किरण चमकताहेत
 अशा वेळीं जेव्हां तो रणाच्या किंवा कसरतीच्या लगबगींत
 आपला घोडा वायुवेगाने फेकी, तेव्हां तो केवळ विद्युत्तेचा
 देदीप्यमान लोळच तळपतो आहे असा दिसून पाहणारांचे
 डोळे अगदीं दिपून जात. सुमारे तीन साडेतांन धडका दि-
 वस येई तोपर्यंत आपल्या लष्करी लोकांकडून खूप चलाखीची
 व त्रामतीची कसरत करवून नारायणराव परत आपल्या मंदिरांत
 आला. व पोषाख उतरणार तो एक्या मोठ्या आरशांत हे
 लोकांचे रूप नखशिखांत सहज त्याच्या दृष्टीस पडले. 2. चरि-

தாந்தில விசாரசரணிஹி ஫ார யோக்ய ஂஹேஸ்தாவஹ்ன கர்யாச்சி மா-
 மிக்தா, விவெசனப஢்஢்஢்஢், வாதவிவாதகர்யாச்சி சைலி, சத்யாவ்ஷண-
 க்ஷஸ்த்ய, சூக்ஷ்மவிசார, ஂகரூநசக்தி, வ்யாபகஜ்ఢான, ஂஸ்தா஢ிகாச்சி
 ஫ார ஂநுகூல ஂநுமான கர்தா யேதி. ஂகந்தரீஸ்த சா஢்யா ஃ ஶு஢்஢்
 மாஷேச ஫ூர் ஶாஜேல ஂஸாச ஶ்ர஢்தாந்தர்த விசாராங்கா ஢ார஢்ஸத஫ணா,
 சூக்ஷ்மதா, சமர்பக்தா ஂஸ்தா஢ி ஫்ரகார ஂஹேத. யா ஶிவாய த்யாந்த
 ஂ஢லகி ஂக ஃவூ அஸி ஂஹே கிர் து஢்யா ஫ண சமர்பக ஶ-
 ஢்஢்த ஫ுஷ்க஢் வ்யாபக வ ஃல ஂர்த நிர்ஶிஸ்த கர்யாச்சி ஹதூரீ
 ஶ்ர஢்காராஸ ஂததம சா஢லி ஂஹே. த்யாந்த விசாராங்கி ஫ுநரக்தி
 ஶாலிலி மலா தர ஫ாரகஹ்ன கி஢ேங்க ஂ஢஢்஢்஢்஢் ஂஹி. யா ஃ-
 ஶானஸா ஂஸி ஫ஸாங்க்யா சரித்ராந்த ஜிதகே விசாரஸுஸ்தவ, ஂர்த்யாங்க-
 ஢ிர்ய, வ்யாபகர்யாலேசனசக்தி ஂ஢ி ஫ரிஸ்திதீச்சி யதார஫ ஢-
 ஶாந ஢ிஸேல, திதகே ஂதர து஢்யாங்க சவரீய கிஸ்தூத ஶ்ர஢்த
 ஢ிஸூந யே஢்஢்஢்.

TAMIL.

Translate into English :—

விவசாயம்! சகல துதாழில்களினும் மிக மேன்மையுடையது; உலகம் னாகரிகமடைவதற்கு முக்கியகாரணம்; னைத் துதாழில்களுக்கும் வர்த்தகத்துக்கும் ஂதாரம். ஂத்துதாழில் மனரிதன் கவனரிக்கத்தக்க யாவற்றினும் ஂதி முக்கியமானது; மிகப்புராதனமானது; தேகாரோக்கியத்திற்கும் வன்மைக்கும் ஂசுவரியத்திற்கும் மனவமைதிக்கும் ரீதிக்கும், சுருக்கமாகச் சொல்லுமிடத்துச், சகல சற்குணங்களுக்கும், மிகவும் ஂனு குணமானது. ஂத்துதாழில் உயர்நிலையிலுள்ள ஒருவனது

கௌரவத்துக்கொவ்வாத இழிதொழிலெனப் பெரும்பாலும் கருதப்பட்டிருக்கின்றது. விவசாயத்தொழிலை அபிவிருத்தி செய்து வருமானவும் உரோமாபுரி செழித்தோங்கி வருவதாயிற்று; ஆனால், இத்தொழிலை அலக்ஷியஞ்செய்து வேறு வகையினால் ஜீவிக்கத் தலைப்பட்டவுடனே அது சீரழிந்து போகத் தொடங்கியது. விவசாய ஞானமும், விவசாய முயற்சியும் விவசாயச் செல்வமுமின்றி எத்தேசமும் நீடித்தோங்கமாட்டாது. இவற்றை அலக்ஷியம் பண்ணும்போது அத்தேசத்தார் மேலுக்கு மாத்திரம் டம்பமாய்த் தோன்றி உண்மையில் வறுமையும் நாசமுடைகின்றனர். இவற்றை மாத்திரம் அவர்கள் அபிவிருத்திசெய்தால் அவர்களுடைய வர்த்தகம் அழிந்தாலும், கைத் தொழில் காசமானாலும், அந்நியதேசத்துப் டகைஞர் பீடித்தாலும் அவர்களுடைய ஜனசங்கியையும் சுயேச்சையும் குறைவுபடா; அத்தேசத்தின் தெளர்ப்பாக்கிய நிலைமை குறைந்தலும், அதன் கைத்தொழிலும் வர்த்தகமும் தலை யெடுக்கும். கிருஷிகன் ஏனைய வகுப்பாரைவிடத் தான் குறைந்தவென்றறியாமையினால் கருகியபோதிலும், மானிடவிர்ப்பத்துக்குரிய அப்சங்களுக்குள் அவனடைந்தனாபவிக்குமளவு ஜனசமூகத்தில் வேறெந்தத் தொழிலிலுலும் கிடைக்கமாட்டாது. சாஸ்திராபிவிருத்தியினால் நூதன உண்மைகள் உலகத்தாரறியவும், மூட பக்தி யோடிப்போசவும், (பஞ்ச) பூதங்களுக்கடிமையாயிருந்த கிருஷிகனுக்கு இப்போது அவை அடியையாயிருக்கவும் காண்க்களிப்புண்டாகின்றது. கிருஷிகன் விவசாயத்தொழில் தவிர வேறெந்தத்தொழிலையும் ஆதாரமாகக் கொள்ளாமலிருக்க, அவனது தொழிலுக்கோ ஏனைய எல்லாத்தொழில்களும் கீழ்ப்பட்டிருப்பதையும், சுசத்துக்குரிய சகல அம்சங்களை யும் நம்மைச் சூழ்வமைத்து நமக்கும் ஏனையோர்க்கும் பயன்படுமாறு அவற்றை உபயோகப்படுத்திக்கொள்ள நமக்கு வல்லமை நல்கும் காரணியகிருஷ்டிகர்த்த ரொருவரையே அவன் எதிர்பார்க்க வேண்டியவனாயிருப்பதையும் இன்னு மொருதலை முறையில் உலகறியும்.

TELUGU.

Translate into English :—

దురంబునఁ గౌరవులను దర్శనములతోడఁ గూర్చి యనఁ జేసిన సుఖబంధుమిత్రహననంబునకుఁ దల్లడిలి నాజ్యభారంబు వహించు

నొల్లక భర్తరా జనుజాలం గని యిట్లనియె—“రాజ్యలోభంబు మచ్చిత్తంబునఁ గలిమింజేసి కిల్బిషం బత్యంతంబు నాచరించితిని. విహికపాంఛలను వర్జించువాఁడు జన్మమరణదుఃఖంబులం బోరయం డేని శ్రుతులు నెప్పెడు. కావున రాజ్యము నాకు వలదు. మీరు భూమిపాలనపరత్వంబున వర్ణాశ్రమధర్మరక్షణంబు నేయుండు. ఏను. గాననంబునకుం జని మునిజననకాశంబున సుఖి నై యుం డెద.” అనుడు నన్నంజూచి యగ్గునం డిట్లనియె—“శ్రుతివిహిత కర్తవ్యంబుల ననుష్ఠింపఁదగినవాఁడ వైననీకు యతిజనకృత్యముఁ జేయ వశమా? కర్తవీసత్యము మోక్షకరంబు గాదు. ఫలములు బ్రహ్మార్పణము లొనరించి కార్యకర్తము నడపం దత్త్వజ్ఞానము సమ కొను.” నావుడు మనంబునఁ గలంక దేహమి బుడమిం జూచు ధర్మరాజుం గన్గొని ద్రౌపది వినయం బాననంబున నతిశయిల్లి నిట్లని పల్కె—“నరేంద్రునకుఁ జేవమన సగుట పోలునే? నృపుఁడు నరరూపమునఁ బరఁగడుపరదేవత గాఁడె? విధి నృపునందు దండ నీతిఁ బ్రకృతించెఁ గావున నపరాధగతి నెఱిగి దండించు నృపతి కుభయలోకంబులఁ గీర్తి గలుగు. గర్వంబునఁ గమ్ములు గానక యాసభం బలుపోకలం బోయినదుర్యోధనప్రముఖుల దండించి తివి. ఇట్టిపడన కల్పమం బన నగునె? ఆఖంపలనన్నిభుం డగు ధాత్రీవిభుండేని దండార్హుల దండింపనియెడఁ బ్రచండకిల్బిషముఁ బొందు నందురు. కారవులు తమదురితములఁ దార చెడిరి. దాన నీ కేమికల్పమంబు పొనఁగె? ఇఁకఁ గొందలంబుఁ బోనాడి రాజ్య భారము వహింపుము. అఖిలపితముగ బహుయజ్ఞారంభణ మాచ రింపుము.”

KANARESE.

Translate into English :—

సంపత్తి నల్లి కాణువ మువత్తు అపేక్షి సతకృద్దాగిదే, విభక్తి నల్లి కాణువుచు నిష్కరి సతకృద్దాగిదేందు బుట్టి తత్పజ్ఞను బుద్ధాత్మ వాగి జేళదానె. పూర్వదల్లి ముహూనుభావంబు పృథ్వీ నియ్యజ్ఞు

ಗಳನ್ನು ನಿಲ್ಲಿಸಿ ತಮ್ಮ ಸಾಮರ್ಥ್ಯದಿಂದ ಅದ್ಭುತಕಾರ್ಯಗಳನ್ನೆಸಗಿದ್ದು ಸಾಧಾರಣವಾಗಿ ಆಪತ್ಕಾಲದಲ್ಲಿಯೇ ಆಗಿತ್ತು. ಮರ್ತ್ಯರ ದುರ್ಬಲತೆಯೂ ದೇವತೆಗಳ ನಿರ್ಭಯತೆಯೂ ಸಂಮಿಶ್ರವಾಗಿರುವುದು ನಿಜವಾದ ಮಹತ್ವವೆಂದು ಇನ್ನೊಂದು ಉದಾತ್ತವಚನವಿದೆ. ಇಂತಹ ಮಾತುಗಳು ಮುಖ್ಯವಾಗಿ ಕಾವ್ಯದಲ್ಲಿ ಶೋಭಿಸುತ್ತವೆ. ಏಕೆಂದರೆ ಕವಿಗಳ ಕಲ್ಪನೆಯು ಅನೇಕಾವೃತ್ತಿ ಸರಲೋಕದ ನೀಚತನವನ್ನು ಬಿಟ್ಟು ಸುರಲೋಕಕ್ಕೆ ಹಾರುವದಂಟು. ಹರಿಕಾಲನೆಂಬ ವೀರನು ಮಹಾಸಾಗರದ ಉದ್ದಕ್ಕಲ್ಲ ಒಂದು ಮಣ್ಣಿನಗಡಿಗೆಯಲ್ಲಿ ಕುಳಿತುಕೊಂಡು ಪ್ರಯಾಣಮಾಡಿ, ದೇವತೆಗಳು ಬಂಧನದಲ್ಲಿಟ್ಟಿದ್ದ ಪ್ರಮಥನೆಂಬ ಮರ್ತ್ಯನನ್ನು ಬಿಡಿಸಿಕೊಂಡು ತಂದನೆಂದು ಯವನರ ಪುರಾಣದಲ್ಲಿ ಒಂದು ವಿಚಿತ್ರವಾದ ಕಥೆಯಂಟು. ಶರೀರವೆಂಬ ಭಂಗುರವಾದ ಹರಿಗೋಡಿನಲ್ಲಿ ಕುಳಿತುಕೊಂಡು ಪ್ರಪಂಚವೆಂಬ ತರಂಗರಾಶಿಯಲ್ಲಿ ಪ್ರಯಾಣಮಾಡುವ ಭಕ್ತರ ದೃಢಸಂಕಲ್ಪವನ್ನು ಕವಿಯು ಇಲ್ಲಿ ಸ್ಪಷ್ಟವಾಗಿ ವರ್ಣಿಸಿದಾನೆ. ಸಾಮಾನ್ಯಮಾರ್ಗವನ್ನು ಹಿಡಿದು ಮಾತಾಡುವುದಾದರೆ:—ಸಂಪತ್ತಿಗೆ ಒಪ್ಪುವ ಸದ್ಗುಣವು ಮಿತಭೋಗವು, ವಿಪತ್ತಿಗೆ ಒಪ್ಪುವುದು ಧೈರ್ಯವು. ಇವುಗಳಲ್ಲಿ ಎರಡನೆಯ ಗುಣವು ಮನುಷ್ಯಜನ್ಮಕ್ಕೆ ದೊಡ್ಡ ಭೂಷಣವೆಂದು ನೀತಿದರರು ಹೇಳುವರು. ಕವಿಗಳು ಶಿವಿ ಹರಿಶ್ಚಂದ್ರಾದಿ ಚಕ್ರವರ್ತಿಗಳ ಐಶ್ವರ್ಯ ಸೌಭಾಗ್ಯಗಳನ್ನು ಮಾತ್ರ ವರ್ಣಿಸಿಲ್ಲ, ಅವರಿಗೆ ಎಂತಹ ಕಷ್ಟಗಳು ಬಂದೊದಗಿದುವೆಂತಲೂ ಅವರು ಸರ್ವಸಂದರ್ಭಗಳಲ್ಲಿಯೂ ಏಕರೀತಿಯಾಗಿ ತಮ್ಮ ಸತ್ಯವನ್ನು ಹೇಗೆ ಕಾಪಾಡಿಕೊಂಡಂತಲೂ ವರ್ಣಿಸಿದ ಭಯವೂ ಅಸಂತುಷ್ಟಿಯೂ ಇಲ್ಲದ ಸಂಪತ್ತಿಲ್ಲ, ಸಮಾಧಾನವೂ ಕೋರಿಕೆಗಳೂ ಇಲ್ಲದ ವಿಪತ್ತಿಲ್ಲ. ಹೊಡೆಗೆಯಲ್ಲಿಯೂ ಕಸೂತಿಯಲ್ಲಿಯೂ ಶುಭ್ರವಾದ ಮೈಯಮೇಲೆ ಕಪ್ಪುವರ್ಣದಲ್ಲಿ ಬಿಡಿಸಿದ ಕೆಲಸವು ಸುಂದರವಾಗಿ ಕಾಣಿಸದು, ಕಪ್ಪು ಮೈಯಮೇಲೆ ಶುಭ್ರವರ್ಣದ ಕೆಲಸವು ಕಣ್ಣಿಗೆ ಅನಂದಕರವಾಗಿರುವುದು. ಹೃದಯದ ಸುಖವು ಕಣ್ಣಿನಸುಖದಂತೆಯೇ. ಸುಗಂಧದ್ರವ್ಯಗಳು ಸುಡುತ್ತಲೂ ಜ್ವಾಲ್ಮಂತಲೂ ಪರಿಮಳವನ್ನು ಹಬ್ಬಾಗಿ ಕೊಡುವಂತೆ ಸದ್ಗುಣಗಳು ವಿಪತ್ತಿನಲ್ಲಿ ವಿಶೇಷವಾಗಿ ಕಾಣಿಸಿಕೊಳ್ಳುತ್ತವೆ. ಸತ್ಪುರುಷನು ತಮ್ಮ ಹಿಂಸಕರನ್ನು ಹರಸುವರು. ಮನುಷ್ಯನು

ଘର ଆଧିକାର ଉପେକ୍ଷା ତଥାପି ପରାଧୀନ. ଆଧାରର ନାମରେ ଶାସ୍ତ୍ରାବଳୀ
 ତଥାପି ପ୍ରାଧିକାରରେ ଆଧାରର ନାମରେ ପରାଧୀନର ନାମରେ.
 ଆଧାରର ପ୍ରାଧିକାରରେ ଶାସ୍ତ୍ରାବଳୀର ନାମରେ. ଆଧାରର ନାମରେ
 ଶାସ୍ତ୍ରାବଳୀର ନାମରେ. ଆଧାରର ନାମରେ. ଆଧାରର ନାମରେ.
 ଆଧାରର ନାମରେ. ଆଧାରର ନାମରେ. ଆଧାରର ନାମରେ.
 ଆଧାରର ନାମରେ. ଆଧାରର ନାମରେ. ଆଧାରର ନାମରେ.

URIYA.

Translate into English:—

ନେପୋଲିଆନ୍ ଆପଣ ଆପଣାର ପତନର କାରଣ ଅଟନ୍ତି ।
 ରୁସିୟା ସହିତ ସଂଗ୍ରାମରେ ପ୍ରବୃତ୍ତ ହୋଇ ନ ଥିଲେ, ତାଙ୍କର
 ଅବା ପ୍ରାନ୍ତସଂସ୍କାର କିଛିମାତ୍ର ଅମଙ୍ଗଳ ଘଟି ନ ଥାନ୍ତା । ଏଥି
 ଉପରେ ଇଉରୋପ ମହାସଂଗ୍ରାମର ଶୁଭାଶିଷ୍ଟ ନେପୋଲିଆନ୍‌ଙ୍କ
 ସର୍ବାଙ୍ଗ ନିର୍ମୂଳ ସତ୍ୟ ହେଲେ । ପ୍ରୁସିୟା ଏବଂ ରୁସିୟା ଏକ-
 ଗ୍ରହ ହୋଇ ପ୍ରାନ୍ତସଂସ୍କାରରେ ସମରଘୋଷଣା କଲେ, ନେପୋ-
 ଲିଆନ୍ ଦୁଇଲକ୍ଷ ସେନାସଂହତ କର ବାଧ୍ୟ ବଳକୁ ଲଢ଼ିଲେ
 ନାମକ ସ୍ଥାନରେ ଭେଟିଲେ । ଘୋର ଯୁଦ୍ଧ ହେଲା । ଉଭୟ
 ପକ୍ଷରୁ ସହସ୍ର ଲୋକ ବଳିଷ୍ଠ ହେଲେ । ଇତି ମଧ୍ୟରେ ନେ-
 ପୋଲିଆନ୍‌ଙ୍କ ଶରୀର ଅସ୍ତ୍ରାଘାତ ସମ୍ଭାବ୍ୟ ହୋଇ ଉଭୟ
 ପକ୍ଷଙ୍କ ସମୀପରେ ସମ୍ମୁଖାଦି କଲେ ; କିନ୍ତୁ ନେପୋଲିଆନ୍ ନିଜ
 ନିର୍ଦ୍ଦିଷ୍ଟତାର ବଶବର୍ତ୍ତୀ ହୋଇ ସମ୍ମୁଖାଦି ଅଗ୍ରାହ୍ୟ କଲେ ।
 ଏଥି ଉପରେ ଆଉ ଗୋଟିଏ ସଂଗ୍ରାମ ହୋଇଥିଲା । ସେଥିରେ
 ନେପୋଲିଆନ୍ ଜୟଲାଭ କରିଥିଲେ ।

ପ୍ରାନ୍ତସଂସ୍କାର ଯୁଦ୍ଧ ଉପରେ ଅସ୍ତ୍ରାଘାତ ସମ୍ଭାବ୍ୟ ସମ୍ମୁଖାଦି
 କରି ପ୍ରାନ୍ତସଂସ୍କାର କଲେ, କିନ୍ତୁ ଅସ୍ତ୍ରାଘାତ ଶୁଭାଶିଷ୍ଟ ନେ-

ଯୋଲିଅନଙ୍କୁ ତାଙ୍କ କର୍ତ୍ତୃକ ବିଜିତ ହୋଇଥିବା ପ୍ରଦେଶମାନ
 ପ୍ରତ୍ୟର୍ପଣ କରିବାପାଇଁ ଅନୁରୋଧ କରିବାରୁ ନେପୋଲିଅନ ଘୃଣା-
 ସହକାରେ ଅକ୍ଟୋବର ଫ୍ରାନ୍ସକୁ ପରିତ୍ୟାଗ କଲେ । ଅକ୍ଟୋବର
 ଅପଣାକୁ ଅପମାନିତ ଜ୍ଞାନ କରି ଏବଂ ପୁଂସ୍ତୁର୍ଦ୍ଦଶା ସ୍ମରଣ କରି
 ପ୍ରୁସିୟା ଏବଂ ରୁସିୟା ସହିତ ମିଳିତ ହେଲେ । ୧୮୧୩ ଅକ୍ଟର
 ଅଗଷ୍ଟମାସ ତା ୨୨ ରଖ ଦିନ ସମ୍ମିଳିତ ସମ୍ରାଟମାନଙ୍କ ସୈନ୍ୟ ନେ-
 ପୋଲିଅନଙ୍କ ସୈନ୍ୟକୁ ଡ୍ରେସ୍ଡେନ୍ ନଗର ସମୀପରେ ଭେଟିଲେ ।
 ଏହି ସଂଗ୍ରାମରେ ନେପୋଲିଅନ ଜୟ ଲାଭ କରିଥିଲେ ; ମାତ୍ର
 ତତ୍ପରା ଶତ୍ରୁମାନଙ୍କର ବିଶେଷ କ୍ଷତି ହୋଇ ନ ଥିଲା ; ତେଣୁ ସେ-
 ମାନେ ନବୀନ ଉତ୍ସାହସହ ନେପୋଲିଅନଙ୍କୁ ସର୍ବତୋଭାବେ ପରାଜୟ
 କରିବାପାଇଁ ନିଜ ବଳ ପରିବର୍ଦ୍ଧନ କରିବାକୁ ଲାଗିଲେ । ନେ-
 ପୋଲିଅନଙ୍କ ସୈନ୍ୟସଂଖ୍ୟା ଦିନକୁଦିନ ଉଣା ହୋଇ ଆସୁଥିଲା ।
 ଅକ୍ଟୋବର ମାସ ତା ୧୨ ରଖ ଦିନ ଉତ୍ତରପକ୍ଷ ମଧ୍ୟରେ ଘୋରଯୁଦ୍ଧ
 ହେଲା ଉତ୍ତରେ ନେପୋଲିଅନ ପରାସ୍ତ ହେଲେ । ସନ୍ଧ୍ୟାସ୍ତ ନିଜ
 ସମ୍ମାନ ଏବଂ ଗୌରବ ରକ୍ଷା କରିବାର ଆଶା ନ ଥିବାରୁ ନେପୋ-
 ଲିଅନ ଫ୍ରାନ୍ସ ପ୍ରତ୍ୟାଗମନ କଲେ । ରାହନ ନଦୀ ପାର ହେବା
 ସମୟରେ ସେ ଦେଖିଲେ ଯେ ତିନିଲକ୍ଷ ପଞ୍ଚାଶ ସହସ୍ର ସୈନିକ
 ମଧ୍ୟରୁ କେବଳ ସତୁରି ହଜାର ମାତ୍ର ଅବଶିଷ୍ଟ ଅଛନ୍ତି । ତାଙ୍କର
 ପ୍ରତ୍ୟାବର୍ତ୍ତନ ଦେଖି ସନ୍ଧ୍ୟାସ୍ତର ରାଜାଙ୍କୁ ତାଙ୍କୁ ବନ୍ଦୀ କରିନେବା
 ଅଭିପ୍ରାୟରେ ସୈନ୍ୟ ତାଙ୍କର ଅନୁଧ୍ୟାବନ କଲେ ; କିନ୍ତୁ ନେ-
 ପୋଲିଅନ କୌଶଳ ସହକାରେ ଏବଂ ଦୃଢ଼ବେଗରେ ପାରା ନିଗଞ୍ଜ-
 ରେ ପ୍ରବିଷ୍ଟ ହେଲେ । ଏହି ସମୟରେ ଶତ୍ରୁକୁଳ ଚକ୍ରବର୍ତ୍ତୀ
 ଫ୍ରାନ୍ସକୁ ଆକ୍ରମଣ କରିବାକୁ ଲାଗିଲେ । ନେପୋଲିଅନ ଏପରି
 ସଂକଟ କାଳରେ ସୁଦ୍ଧା ଭାତ ଅଥବା କାତର ହୋଇ ନ ଥିଲେ ।

ନିଜ ଶ୍ରୀ ଏବଂ କୁମାରଙ୍କ ରକ୍ଷାଭର ପାତ୍ରନଗରବାସିଙ୍କ ହସ୍ତରେ ସମର୍ପଣ କରି ନେପୋଲିଅନ ପୁନଃବାର ଶତ୍ରୁବିରୁଦ୍ଧରେ ଯାତ୍ରା କଲେ । ଏହି ସଂଗ୍ରାମରେ ସେ ଯେପରି ଅଭୂତ କୌଶଳ, ସୁନ୍ଦର ସଂକଳ୍ପ, ଅକ୍ଷୟ ବୀର୍ଯ୍ୟ ଏବଂ ଅଜେୟ ସାହସ ପ୍ରଦର୍ଶନ କରିଥିଲେ, ତାହାକୁ ଅତିମାନ୍ୟ କହିଲେ ସୁଦ୍ଧା ଅତ୍ୟନ୍ତ ହେବନାହିଁ । ପୃଥିବୀର ଉଚ୍ଚତମସ୍ତରରେ ଏପରି ଶୌର୍ଯ୍ୟର ଉଦାହରଣ ଅତ୍ୟନ୍ତ ବିରଳ । କିନ୍ତୁ ଏବେ ନେପୋଲିଅନଙ୍କ ଭାଗ୍ୟ ରବି ଅଗ୍ରମିତ ହୋଇଥିଲା । ସେ ଯେତେ ଯତ୍ନ କଲେହେଁ ନିଜ ପତନ ନିବାରଣ କରି ପାରି ନ ଥିଲେ । ୧୮୧୪ ଅକ୍ଟୋବର ଏପ୍ରିଲମାସରେ ଶତ୍ରୁ ବୃନ୍ଦ ପାତ୍ରନଗର ଅଧିକାର କରି ତାଙ୍କୁ ବନ୍ଦୀ କଲେ ।

FRENCH.

Translate into English :—

Une lettre de Mme de Sévigné à Mme de Grignan. Eh ! mon Dieu, ma fille, que dites-vous ? Quel plaisir pre-nez-vous à dire du mal de votre personne, de votre esprit ; à rabaisser votre bonne conduite ; à trouver qu'il faut avoir bien de la bonté pour songer à vous ? Quoique assurément vous ne pensiez point tout cela, j'en suis blessée, vous me fâchez, et quoique je ne dusse peut-être pas répondre à des choses que vous dites en badinant, je ne puis m'empêcher de vous en gronder, préférablement à tout ce que j'ai à vous mander. Vous êtes bonne encore quand vous dites que vous avez peur des beaux esprits. Hélas ! ma chère, si vous saviez qu'ils sont petits de près, et combien ils sont quelquefois épris de leurs personnes, vous les remettriez bientôt à leur place. Vous souvient-il combien vous en étiez quelquefois lasse ? Prenez garde que l'éloignement ne vous grossisse les objets ; c'est un effet assez ordinaire.

Nous soupions tous les soirs avec Madame Scarron. Elle a l'esprit aimable et merveilleusement droit ; c'est un plaisir que de l'entendre raisonner sur les horribles agitations d'un certain pays qu'elle connaît bien. Ces discours nous mènent quelquefois bien loin, de moralité en moralité, tantôt chrétienne, et tantôt politique. Nous parlons très-souvent de vous : elle aime votre esprit et vos manières ; et quand vous vous retrouverez ici, vous n'aurez point à craindre de n'être pas à la mode.

Le roi a fait appeler le maréchal de Bellefonds dans son cabinet

ét lui a dit : " Monsieur le maréchal, je veux savoir pourquoi vous me voulez quitter : est-ce dévotion ? est-ce envie de vous retirer ? est-ce l'accablement de vos dettes ? " " Sire," répond le maréchal, " ce sont mes dettes. Je suis abîmé : je ne puis voir souffrir quelques uns de mes amis qui m'ont assisté, et que je ne puis satisfaire." " Eh bien," dit le roi, " il faut assurer leur dette : je vous donne cent mille francs de votre maison de Versailles, et un brevet de retenue de quatre cent mille francs, qui servira d'assurance, si vous veniez à mourir ; vous payerez les arrérages avec les cent mille francs ; cela étant, vous demeurerez à mon service."

SECOND LANGUAGE DIVISION.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT : TEXT-BOOKS AND GRAMMAR.

I. 1. Discuss briefly the dates of Bṛ and Bhattanārāyaṇa. 2. Into how many classes is prose composition divided ? To which of these does the Harshacharita belong ? Give reasons in support of your answer. 3. Explain the appropriateness of the title Veṇī-samhāra with special reference to the incidents in the play. 4. What do you gather from the Harshacharita and the Veṇī-samhāra regarding the religious propensities of their respective authors ?

II. 1. What event in the life of Yudhishtira constitutes the greatest blot on his character as portrayed in the Veṇīsamhāra ?

2. Why were the following persons so called ? कृष्णद्वैपायनः, ज-
रासन्धः, फिरोटी, अश्वत्थामा. 3. How does Duryodhana justify

the action of the warriors of his army in having combined together and killed Abhimanyu who was fighting single-handed ? Quote the verse. 4. What was the only chance of success left to Duryodhana on the death of Droṇa, and how did he himself let slip that chance ?

III. 1. Quote the verse from the Harshacharita characterising the style of writing adopted by the poets of different parts of India.

2. Trace Bāṇa's descent from Kubera (one of his ancestors). 3. Write what you know of the following persons :— मेखलकः, मालती,

कृष्णः, शर्यातः.

IV. Explain clearly the following passages, giving the context where necessary :—

1. नोच्चैस्सत्यपि चक्षुषीक्षितमलं श्रुत्वापि नाकर्णितं

शक्तेनाप्यधिकार इत्यधिकृता यष्टिरस्मात्स्मृत्यते ।

सर्वत्र स्वलितेषु दत्तमनसा यातं मया नोद्धतं
सेवास्वीकृतजीवितस्य जरसा किं नाम यन्मे कृतम् ॥

2. देशस्सोऽयमरातिशीणितजलैर्यरिमन् हृदाः पूरिताः
क्षत्रादेव तथाविधः परिभवस्तातस्य केशग्रहः ।
तान्येवाहितशस्त्रघस्मरगुह्यस्त्राणि भावन्ति मे
यद्रामेण कृतं तदेव कुरुते द्रोणायनिः क्रोधनः ॥

3. सर्वस्याप्रार्थितोऽपि प्रभवत्येवातिबेलं चक्षुष्यो जनः ।
सा न काचिद्या न भवसि मे स्वसा सखी प्रणयिनी प्राणसमा
च । अनवस्करमाश्रवं मे त्वयि हृदयम् । प्रीत्या प्रतिसरा वि-
धेयास्मि ते । व्यावृणु वरवर्णिनि विवक्षितम् ॥ 4. शन्तनोर्महा-
वाहिनीपतिम्, भीष्माजितकाशिनम्, द्रोणाच्चापलालसम्, गुरुपु-
त्रादमोघमार्गणम्, कर्णान्मित्रप्रियम्, युधिष्ठिराद्बहुक्षमम्, भीमा-
दनेकनागायुतबलम्, धनञ्जयान्महाभारतरणयोग्यम्, हर्षमद्राक्षीत् ॥

5. हे हेलोजितबोधिसत्त्व वचसां किं विस्तरैस्तोयधे
नास्ति त्वत्सदृशः परः परहिताधाने भृहीतव्रतः ।
तृष्यत्पान्थजनोपकारघटनावैमुख्यलब्धायशो-
भारप्रोद्धहने करोषि कृपया साहायकं यन्मरोः ॥

6. स्वयं च पल्लवाताम्रभास्वत्करविराजिनी ।

प्रभातसन्ध्येवास्त्रापफललुब्धेहितप्रदा ॥

V. 1. In what connection do the following passages occur?

(a) अथवा सूक्तुर्बिदमभियुक्तैः प्रकृतिर्दुस्त्यजेति । (b) सत्यादप्य-

नृतं श्रेयो धिक् स्वर्गं नरकोऽस्तु मे । (c) किं वा अयं लोकवादी
वितथः न घटस्य कूपपाति रज्जुरपि तत्र प्रक्षेप्तव्येति । (d) वक्तुं
सुकरमिदमध्यवसितुं दुःकरम् । 2. Bring out clearly the idea
intended to be conveyed by the author in each of the following
stanzas :—

(a) तरलयसि दृशं किमुत्सुकामकलुषमानसवासलालिते ।
अवतर कलहंसि वापिकां पुनरपि यारयसि पङ्कजालयम् ॥

(b) निर्वाणवैरदहनाः प्रशमादरीणां
नन्दन्तु पाण्डुतनयास्सह माधवेन ।
रक्तप्रसाधितभुवः क्षतविग्रहाश्च
सस्था भवन्तु कुरुराजसुतास्सभृत्याः ॥

(c) अतिगम्भीरे भूपे कूप इव जनस्य निरवतारय ।
दधति समीहितसिद्धिं गुणव्रतः पार्थिवा घटकाः ॥

Explain the simile.

VI. 1. Distinguish between प्रतिवस्तूपमा and दीपकम्, निदर्शना and दृष्टान्तः. 2. Define the following alankāras, and give one example of each :— (a) अपह्नुतिः, and (b) प्रतीपम्. 3. Explain the following passages :—

(a) नातिश्चतुर्भिर्जात्याद्यैर्विरुद्धा स्याद्गुणस्त्रिभिः ।
क्रिया द्वाभ्यामपि द्रव्यं द्रव्येणैवेति ते दश ॥

(b) उत्प्रेक्षितमपि तार्विकेन रूपेण परिवर्तितत्वात्
निष्पाख्यप्रख्यम्, तत्समर्थनाय यदर्थान्तरन्यासेषादानम्, तदालि

ह्यमिव गगनतलेऽन्यन्तमसमीचीनमिति निर्विषयत्वमेतस्य, अनु-
चितार्थतैव दोषः ॥

VII. State, with reasons, the alankāras contained in the following:—

1. शाखारोधस्थगितवसुधामण्डले मण्डिताशे

पीनस्कन्धे सुसदृशमहामूल्ययङ्कबन्धे ।

दग्धे दैवात्सुमहति तरो तस्य सूक्ष्माङ्कुरेऽस्मिन्

आशाबन्धं कमपि कुरुते छायायार्थी जनोऽयम् ॥

2. अस्मिंश्च राजनि यतीनां योगपट्टकाः, वृत्तानां पादच्छे-
दाः, अष्टापदानां चतुरङ्गकल्पना, पन्नगानां द्विजगुरुद्वेषाः ॥

3. सिंहिकासुतसंतस्तः शशश्रीतांशुमाश्रितः ।

जग्रसे साश्रयं तत्र तमन्यः सिंहिकासुतः ॥

4. गुणानामेव दौरात्म्याद्भूरि धुर्यो नियुज्यते ।

असंजातकिणस्कन्धः सुखं स्वपिति गीर्गलिः ॥

VIII. 1. Give the vigraha of:— अष्टपुष्पिका, अमरोपम, सैनिक,
कोष्ण, पोरिपार्श्विक, आप्रपदीन, प्रास्थानिक, उपवीणयत्,
चतुर्दशवर्षदेशीय, ललाटिका, कल्पायितम्. 2. Give the force of
the suffixes in— आमिक्षीय, यायजूकः, गोष्ठीनम्, राजकम्,
पुत्रकः, अश्वतरः, आचार्यकम्. 3. Write short grammatical notes
on:—(a) कृष्णा केशेषु कृष्टा तव सदसि, (b) अहं पुनर्युष्माकं
प्रेक्षमाणानामेव कुमारवृषसेनं स्मर्तव्यशेषं करोमि, (c) यावदत्तथां
देवीः महाराजस्य निवेदयामि, (d) गाण्डीवधन्वा, (e) असूर्यप-

श्याभिः कुमुदिनीभिरिव दिवसमसुष्यत सुन्दरीभिः, (f) स्तम्बेरमः,
(g) हस्तवामः.

IX. 1. Explain the following forms, naming the root in each case:— दोधूयमान, सुषुप्सति, प्रत्याययितुम्, सन्धित्सु, घातित, आह. 2. Conjugate in full the aorist of वह्. 3. Give the third person singular, aorist, of the causal of भाष्, त्यज्, पा (to drink), and रच्. 4. Give the third person singular, present tense, desiderative of शी, इ with अधि (to study), and नश्. 5. Give the Gerund in त्वा of क्रम्, अर्, and इष्.

X. 1. Define:— प्रस्तावना, प्रवेशकः, विक्रमकः, आकाशमाषितम्. 2. Render into Sanskrit:— (a) लाएसिणो सलीलाव-
अवप्सहुदं, दोहिणं ताणं, किसणवरणेहिं, सुदिबहकिदप्पणएहिं,
सत्तुणो, सीसट्टाणादो.

(b) वाणिअअ हत्थिदन्ता कुतो अम्हाण कर्घकित्ती अ ।

जाव लुलिआलअमुही घरम्मि परिसक्कए सोण्हा ॥

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

SANSKRIT: TRANSLATION AND HISTORY OF SANSKRIT
LITERATURE.

I. Translate into English:—

1. कामे भुजङ्गता । लोकद्वयाविरोधिभिस्तु चापलैः शैशव-
मशून्यमभूत् । अत्रानपलापोऽस्मि । अनेनैव च गृहीतविप्रती-
सारमिव मे हृदयम् । इदानीन्तु सुगत इव शान्तमनसि मनाधि-
कर्त्तरि वर्णाश्रमव्यवस्थानां समवर्तिनीव च साक्षादण्डभृति देवे

ज्ञासति सप्तम्बुराशिरशनामशेषद्वीपमालिनीं महीं क इवाविशङ्कुः
सर्वव्यसनबन्धोरविनयस्य मनसाप्यभिनयं कल्पयिष्यति । आसतां
तावन्मानुष्यकोपेताः । त्वत्प्रभावादलयोऽपि भीता इव मधु पि-
बन्ति । रथाङ्गनामानोऽपि लज्जन्त इवाम्बुनवृत्तिव्यसनैः प्रिया-
णाम् । कपयोऽपि चकित्ता इव चपलमन्ते । शरारवोऽपि सानु-
क्रीशा इव श्वापदगणाः पिशितानि भुञ्जते । सर्वथा कालेन मां
ज्ञास्यति स्वामी स्वयमेव । अनपाचीनचित्तवृत्तिप्राहिण्यो हि भ-
वन्ति प्रज्ञावतां प्रकृतयः ॥

2. (a) आत्मारामा विहितरतयो निर्विकल्पे समाधौ

ज्ञानोत्सेकाद्विघटिततमीग्रन्थयः सत्त्वनिष्ठाः ।

यं वीक्षन्ते कमपि तमसां ज्योतिषां वा परस्तात्

तं मोहान्धः कथमयममुं वेत्ति देवं पुराणम् ॥

(b) महाप्रलयमारुतक्षुभितपुष्करावर्तक-

प्रचण्डघनगर्जितप्रतिरवानुकारी मुहुः ।

रवः श्रवणभैरवः स्थगितरोदसीकन्दरः

कुतोऽद्य समरोदधेरयमभूतपूर्वः पुरः ॥

(c) अरे दुज्जोहणप्पमुहा कुरुबलसेणापहुणो, अविणअ-
णोकण्णधार कण्ण, तुस्सेहिं मह परोक्खं बहुहिं महारहेहिं प-
डिवारिअ एआइ मम पुत्तओ अहिमण्णु व्वावादिदो । अहं उण
तुस्साणं पेक्खन्ताणं एव्व एदं कुमालविससेणं सुमरिदव्वसेसं करो-

मि त्ति भणिअ सगव्वं आप्फालिदं णेण वज्जणिग्घादघोसभीसण्ण-
जीआरव्वं गण्डीव्वं । सामिणा वि सज्जीकिदं कालपुड्डं ॥

3. (a) परिच्छेदशतीतः सकलवचनानामविषयः

पुनर्जन्मन्यस्मिन्ननुभवपथं यो न गतवान् ।

विवेकप्रध्वंसादुपचितमहामोहगहनी

विकारः कोऽप्यन्तर्जडयति च तापं च कुरुते ॥

(b) वपुःप्रादुर्भावादनुमितमिदं जन्मनि पुरा

पुरारे न प्रायः कचिदपि भवन्तं प्रणतवान् ।

नमन् मुक्तः संप्रत्यहमतनुरप्रेऽप्यनतिमान्

इतीश क्षन्तव्यं तदिदमपराधद्वयमपि ॥

(c) हेत्वोक्तवानुक्तीनां तये साम्ये निवेदिते ।

शब्दार्थाभ्यामथाक्षिते श्लिष्टे तद्वच्चिरष्ट सः ॥

व्यतिरेकस्य हेतुः उपमेयगतमुत्कर्षनिमित्तम्, उपमानग-
तमपकर्षकारणम्, तयोर्द्वयोक्तः, एकतरस्य द्वयोर्वा अनुक्तिरि-
त्यनुक्तित्रयम्, एतद्भेदचतुष्टयमुपमानोपमेयभावे शब्देन प्रतिपादिते ;
अर्थेन च क्रमेणोक्ताश्चत्वार एव भेदाः ; आक्षिते चोपम्ये ताव-
न्त एव ; एवं द्वादश । एते श्लेषेऽपि भवन्तीति चतुर्विंशतिर्भे-
दाः । क्रमेणोदाहरणम्,—

असिमात्रसहायस्य प्रभूतारिपराभवे ।

अन्यतुच्छजनस्येव न सम्योऽस्य मद्भाधृतेः ॥

अत्रैव, तुच्छेति महाधृतेरित्यनयोः पर्यायेण युगपदानु-
पादानेऽन्यत् भेदत्रयम् ; एवमन्येष्वपि द्रष्टव्यम् । अत्र इवशब्दस्य
सद्भावाच्चाब्दमोपम्यम् ॥

4. (a) रात्रिर्गमिष्यति भविष्यति च प्रभातं
भास्वानुद्दिष्यति हसिष्यति पङ्कजश्रीः ।
इत्थं विचिन्तयति कीशगते द्विरफे
हा हन्त हन्त नलिनीं गज उज्जहार ॥

(b) सत्पूषः खलु हिताचरणैरमन्द-
मानन्दयत्यखिललोकमनुक्त एव ।
आराधितः कथय केन करैरुदारै-
रिन्दुर्विकासयति कौरविणीकुलानि ॥

(c) सुखं हि दुःखान्यनुभूय शोभते
घनान्धकारेष्विव दीपदर्शनम् ।
सुखात्तु यो याति नरो दरिद्रतां
धृतशरीरेण मृतस्स जीवति ॥

II. Translate into Sanskrit :—

1. To this day the Hindus hesitate to call their children by the name of Sītā; for if her gentleness, her virtue, her uncomplaining faith, and her unconquerable love for her lord were more than human, her sufferings and sorrows too were more than what usually fall to the lot of woman. There is not a Hindu woman in the length and breadth of India to whom the story of suffering Sītā is not known, and to whom her character is not a model and a pattern; and Rama too, is a model to men for his faithfulness, his obedience, and his piety. The Mahābhārata is a heroic Epic, and the Rāmāyaṇa is a didactic Epic; and these two grand poems have been for the millions of India a means of moral education,

the efficacy of which is not inferior to that of the Bible among the Christian nations. 2. The fourteen Vedic rites, the seven Grihya rites, and the nineteen domestic ceremonies were the forty sacraments of the ancient Hindus, and the object of these sacraments is sufficiently clear. The pious Hindu, wherever he lived, in the vast region from the Himalayas to Cape Comorin, performed the same rites, followed the same customs, and was required to display in his life the same living example of piety, purity, and disinterestedness. And indeed the venerable Gautama, after describing the sacraments, rises to the great conception that true virtue, and not the mere performance of sacraments, leads to heaven. 3. The doctrine of transmigration of souls, which was first taught in India, and which other ancient nations borrowed from the Hindus, is explained in many beautiful similes. The progress through different bodies is like the progress of the caterpillar

(तृणजलूका) moving from blade to blade, or like the changes in the gold which the goldsmith turns into newer and more beautiful forms. And when at last the soul is thus purified of all its imperfections, it finally casts off the body and mingles with God.

III. 1. When is the second period of Indian literature believed to have commenced, and why? On what grounds is the posteriority of this period proved? 2. "The extant Purāṇas are only the productions of a later time, those of an earlier origin having perished." Briefly examine the correctness of this statement. 3. Discuss the date of Amarasimha. 4. What are generally known as the six artificial epics (Mahākāvya)? When and by whom were they written? 5. Name the three dramas by (a) sriharsha, (b) Bhavabhūti. 6. Mention the important works associated with the names of the following authors. State also the century in which each of these lived.

(a) Amarachandra. (b) Subandhu. (c) Vararuchi. (d) Varāhamihira. (e) Bilhana. (f) Bhojadeva.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. A clause introduced by the Relative Pronoun, either is descriptive of some person or thing, or expresses—(a) a purpose,—(b) a condition,—(c) a cause or reason,—(d) a result or consequence:—Frame short Latin sentences with a view to illustrate each statement.

II. Against each of the following verbal or adjectival forms taken from your texts, write the ones requested:—

Excindere.—The perfect infinitive active and the future participle.

Orsus.—The 2nd person singular present and future indicative.

Egrunt.—The 3rd person plural future perfect indicative and the supine active.

Refertam.—The 2nd person plural perfect indicative and the present infinitive active.

Venere.—The frequentative form corresponding to it.

Impingendus.—The future infinitive passive.

Melenda.—The perfect infinitive active and passive.

Acer, Dulcis.—The diminutive form of each.

Vetus, Antiquus.—Their opposites in meaning.

III. What is meant by the following phrases or sentences, as they are used in your texts? Explain the ones printed in italics.

(a) *Tam modo, inquit Praenestinus.*

(b) *Vota virtusque in aperto.*

(c) *Os perficere; os alicui sublinere.*

(d) *Nostri superstites sumus.*

(e) *Is probus est quem poenitet quam probus sit.*

(f) *Contra sensus ab sensibus ipse repugnat.*

(g) *Ebullire virtutes et sapientias.*

(h) *Ferentarius amicus.*

IV. 1. Translate and explain by referring to the context :—

(a) *Terga occasioni patefecit.*

(b) *Delictis hostium novus.*

(c) *Tuas res tibi habeto.*

(d) *Hic mihi adferunt mediocritates.*

(e) *In gloriam praeceps agebatur.*

(f) *Cetera non credit quae nilo clara minus sunt.*

2. Bring out the latent allusions :—

(a) *Interventus civilium armorum praebuit justam segnitiae excusationem.*

(b) *Secretum et silentium ejus non timeres.*

(c) *Nihil per libertos servosque publicae rei.*

(d) *Erat in tumore animus, et omnis in eo tentabatur curatio.*

3. Translate :—

(a) *Ipsa dissimulatione famae famam auxit, aestimantibus quanta futuri spe tam magna tacuisset.*

(b) *Habes formam Epicuri vitae beatae verbis Zenonis expressam, nihil ut possit negari.*

V. 1. (i.) Translate; (ii.) Explain the construction of the words printed in italics; (iii.) Remark on the sequence of tenses in (c).

(a) *Agricola, quanquam transacta aestas, sparsi per provinciam numeri, praesumpta apud militem illius anni quies, tarda et contraria bellum inchoaturo, et plerisque custodiri suspecta potius videbatur, ire obviam discrimini statuit.*

(b) *Quanquam illud est dulce, esse et bibere, amor amari dat tamen satis quod sit aegre.*

(c) *Quod, nisi inania sint quae corpora quaeque valerent Transire, haud ulla fieri ratione videres.*

2. Account for the use of the subjunctive :—

(a) Hic postulet frugi esse, nugas postulet.

(b) Proprium humani ingenii est odisse quem laesis.

VI. Express in the form of *oratio obliqua*, supplying the verb when it is left out, and beginning by *Ait Tacitus* :—

"Tu felix, Agricola, non vitae tantum claritate, sed etiam opportunitate mortis . . . Sed mihi filiaeque tuae, praeter acerbis parentis abrepti, auget maestitiam quod assidere valetudini . . . non nobis contigit. Excepissemus certe mandata vocesque quas penitus animo figeremus. Noster hic dolor, nostrum vulnus. Nobis tam longae absentiae conditione ante quadriennium amissus es."

VII. 1. Substitute (i.) classical forms for :—capiret, surpuerit, tis, texier, confit, suemus, haec (sunt aedes), occultassis, (ii.) a classical construction for :—Aut motu privandum est corpora quaeque, aut . . .

2. In what sense does Lucretius use the words *dedicare*, *fungi*?

3. Trace the meaning of the following words to their etymology :—Deliberare, identidem, ilico, contagio, hiulus, auxilium.

4. Distinguish :—nītens, nītens; invidia, invidentia; lātē, lātē; aegritudo, aegrotatio.

VIII. Turn into Latin :—One ought to look a long time into oneself before thinking of condemning others. I have come to tell you of something that is of the utmost importance to you and yours since it touches your honour. I fear the general will not be at all satisfied with your way of obeying his orders.

IX. Contrast, in a *short* summary, Cicero's opinion about (1) the causes of Grief, (2) its remedies, with the opinion (a) of the Stoics, (b) of the Peripatetics, (c) of the Cyrenians.

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

LATIN : TRANSLATION.

I. Translate into English :—

(1) CA. Quid tibi ego dicam, qui illius sapientiam

Et meam fidelitatem et celata omnia

Paeae ille ignavos funditus pessum dedit?

ME. Quidum? CA. Quia, ruri dum ego sum unos sex dies,

Me absente atque insciente, inconsultu meo,

Aedis venalis hasce inscribit litteris.

ME. Lupus observavit, dum dormitaret canes :

Adesurivit et inhiavit acrius :

Gregem universum voluit totum avortere.

CA. Fecisset edepol, ni haec praesensisset canes.

(2) CH. Abin hinc ab oculis? SYC. Enim vero sero quoniam huc advenis

Vapulabis meo arbitratu et novorum caedilium.

CH. At etiam maledicis? SYC. Immo salvos quando equidem advenis,

Di me perdant si te flocci facio an periisses prius.

Ego ob hanc operam argentum accepi: te macto infortunio.

Ceterum qui sis, qui non sis, floccum non interdum. Ibo, ad illum renuntiabo, qui mihi tris nummos dedit, Ut sciat se perdidisse. Ego abeo. Male vive et vale.

- (3) Praeterea nil est quod possis dicere ab omni Corpore sejunctum secretumque esse ab inani, Quod quasi tertia sit numero natura reposita. Nam quodcumque erit, esse aliquid debet id ipsum; Cui si tactus erit, quamvis levis exiguusque, Augmine vel grandi vel parvo denique, dum sit, Corporis augebit numerum summamque sequetur. Sin intactile erit, nulla de parte quod ullam Rem prohibere queat per se transire meantem, Scilicet hoc id erit, vacuum quod inane vocamus.

- (4) Nam cur tam variae res possint esse requiro, Ex uno si sunt igni puroque creatae; Nil prodesset enim calidum denserier ignem Nec rarefieri, si partes ignis eandem Naturam quam totus habet super ignis haberent. Acrior ardor enim conductis partibus esset, Languidior porro disiectis disque supatis.

(5) Dierum spatia ultra nostri orbis mensuram; nox clara et extrema Britanniae parte brevis, ut finem atque initium lucis exiguo discrimine internoscas. Quod si nubes non officiant, aspicere per noctem solis fulgorem, nec occidero et exsurgero, sed transire affirmant. Scilicet extrema et plana terrarum humili umbra non erigunt tenebras, infraque coelum et sidera nox cadit.

(6) Postquam silvis appropinquaverunt, collecti, primos sequentium, incautos et locorum ignaros, circumveniebant. Quod ni frequens ubique Agricola validas et expeditas cohortes indaginis modo, et, sicubi artiora erant, partem equitum dimissis equis, simul rariores silvas equitem persultare jussisset, acceptum aliquod vulnus per nimiam fiduciam foret.

(7) *Frugalitati* contrarium vitium *nequitia* dicitur. *Frugalitas*, ut opinor, a *fruge*: qua nihil melius e terra. *Nequitia* ab eo (etsi hoc erit fortasse durius: sed tentemus: lusisse putemur, si nil sit) ab eo, quod *nequidquam* est in tali homine: ex quo idem *nihili* dicitur. Qui sit frugi igitur, vel, si mavis, moderatus et temperans, eum necesse est esse constantem; qui autem constans, quietum; qui quietus, perturbatione omni vacuum: ergo etiam aegritudine. Et sunt illa sapientis: aberit igitur a sapiente aegritudo.

(8) Dicet aliquis: Quid ergo? Tu Epicurum existimas ista voluisse, aut libidinosas ejus fuisse sententias? Ego vero minime. Video enim ab eo dici multa severe, multa praeclara. Itaque, ut saepe dixi, de acumine agitur ejus, non de moribus; quamvis

spernat voluptates quas modo laudavit; ego tamen meminero, quod videatur ei summum bonum. Non enim verbo solum posuit voluptatem, sed explanavit, quid diceret. "Saporem," inquit, "et corporum complexum, et ludos atque cantus, et formas eas, quibus oculi jucunde moveantur."

(Not from the Text-books).

(9) A. Non mihi videtur ad beate vivendum satis posse virtutem. M. At hercule Bruto meo videtur: cujus ego judicium, pace tua dixerim, longe antepono tuo. A. Non dubito. Nec id nunc agitur, tu illum quantum ames: sed hoc, quod mihi dixi videri, quale sit: de eo a te disputari volo. M. Nempe negas ad beate vivendum satis posse virtutem? A. Prorsus nego. M. Quid? ad recte, honeste, laudabiliter, postremo ad bene vivendum satisne est praesidii in virtute? A. Certe satis. M. Potes igitur, aut qui male vivat, non eum miserum dicere, aut, quem bene fateare, eum negare beate vivere?

II. Translate into Latin:—

Scipio was then only twenty-four years of age: but, young as he was, he was already known to fame by his conduct on three critical occasions. As a mere youth of seventeen he had saved, or it was believed that he had saved, his father's life at the battle of Ticinus at the risk of his own; after Cannae it was his resolute bearing which had shamed or frightened the recreant nobles of Rome from deserting the fast sinking ship of the state; at the age of twenty-three he had been candidate for the Curule Aedileship, and when the magistrate objected that he was not yet of legal age, he replied that if all the Quirites wished to make him aedile he was old enough.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC: TEXT-BOOKS AND GRAMMAR.

I. 1. Give examples of the following احوال:—

ابتداء - مبالغه - مطاوعه - تكلف - اشتراك - تهيئة *

explaining the meaning and application of each. 2. Explain with examples the specific meaning attached to the forms فعال - فاعل -

فعل. 3. Explain fully the forms فعال - فاعل

فعل - فاعل - فاعل - فاعل - فاعل - فاعل

II. 1. Explain fully the construction of the following:—

دو لك اللبّ - مشتّان المامون من الطعان - عجبك من
ضرب اللص الجلّاد - ما احسن وجه زيد - زيد حسن وجهه *

2. Explain the two ضمير متصل in ذلك الذي and translate the sentence. 3. Write out the sentences in 1 and 2 with their proper diacritical signs (اعراب) and explain the construction of each quoting the rule.

III. 1. What is the difference between فصاحة and بلاغة? How is فصاحت to be attained in (a) words and (b) in sentences?

2. Analyse the استعاره in the following:—

(a) أشدد يدك بهبل الله معتصماً

فإنّ الركن إن خانتك أركان

(b) قد صبغت خدّها الدماء كما

يصبغ خدّ الخريدة الضجل

(c) تبسم بقدوم ثغر البلاد وتهللت بوفوده

اطراف الامصار وقلوب العباد *

3. Name and explain the مجاز in جلّت ايادي عدي

IV. 1. Define and give examples of كناية

2. Define هجر - امهات - خلّو giving examples.

3. Define and explain with examples the figures called :

or التفات - تلميح - اقتباس - ارسال المثل - طباق

مطابقة *

V. What are the materials necessary for the writing of history? What should be the qualifications of a historian? How is the Philosophy of History defined in your text?

VI. Distinguish between قافيه and ردیف

Name and describe the five kinds of قافيه

VII. Write out the following with appropriate اعراب and translate :—

كان ثابت قطبة قد ولي عملا من اعمال خراسان -
 فلما صعد المنبر يوم الجمعة رام الكلام فتعذر عليه وحصر
 فقال : ميجعل الله بعد عسر يسرا و بعد عي بيانا وانتم
 الي امير فعال احوج منكم الي امير قوال *
 والا اكن فيكم خطيبا فاني

بسي في اذا جد الوغي لخطيب
 فبلغت كلماته خالد بن صفوان فقال والله ما علا
 ذلك المنبر اخطب منه *

VIII. Explain :—

ضعيلة الجسم لها * فعل متين السبب
 حافرها في رامها * وعينها في الذنب
 اقلب طرفي لا اري غير صاحب
 يميل مع النعماء حيث تميل *
 اتمني علي الزمان محالا
 ان ثري مقلناي طلعة حر *
 اقرر بذنبك ثم اطلب تجاوزا
 عنه فان جهود الذنب ذنبا *
 متبدي لك الا بام ماكنت جاهلا
 و ياتيک بالاخبار من لم تزود *

اِذَا أَحْبَبْتَكَ حِصَالُ امْرِئٍ
فَكَنْهُ يَكُنْ مِنْكَ مَا يُعْجِبُكَ *
فَلَيْسَ عَلَيَّ الْمَجْدُ وَالْمَكْرُ مَا يَتِ
حِجَابٌ اِذَا جِئْتَهُ يُعْجِبُكَ *

IX. Scan the following lines and name the بحر in each case:—

1. لَا خَيْرَ فِي مَنْ كَفَّ عَنَّا شَرَّهُ
إِنْ كَانَ لَا يُرْجَى لِيَوْمِ الْحَاجَةِ *
2. هَزَّ جُنَا فِي آخَالِكُمْ
وَشَاقَتَنَا مَعَالِكُمْ *
3. سُبْحَانَ مَنْ لَأَشْيٍ يَعِدُ لَهُ
كَمْ مِنْ غَنِيٍّ عَيْشُهُ كَدَرٌ *
4. تَلَقَّى أَلَا مُورَ بَصِيرٍ جَبِيلٍ
وَصَدِيرَ رَحِيبٍ وَخَلَّ الْعَرَجُ *
5. عَلَيَّ لَا جُنْنَ مِنْ فِرَاقٍ احْبَتِي
وَتَهَسَّ نَفْسِي بِالْهِمَامِ فَاضْجَعْ *

X. Translate the following proverbial sayings:—

ضَرْبُ الصَّبِيبِ أَوْجَعُ - ظَلْمُ الْمَالِ أَشَدُّ مِنْ ظَلْمِ الْمَاءِ
تَحْدَرُكَ مِنْ ذَلِكَ عَلَيَّ الْأَمَاءُ - كَفْلِي بِالشَّيْبِ دَامَ -
مَشِيئَتُكَ لَأَحْيِكَ - تَغَافَلْ عَنِ الْمَكْرُوهِ تَوْفُرْ - أَحْسَنُ الْوَلِيِّ

الْمَسِيءِ تَسْدُ - بَطْنُ الْمَرِي عَدَوَةٌ - رَبٌّ مَكُوبٌ أُلْبَغَ مِنْ
كَلَامٍ - عَامِرٌ أَهْلُ الْفَضَائِلِ تَبَلُّ *

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

ARABIC: TRANSLATION.

I. Translate into English as literally as possible:—

1. إِنَّمَا مَثَلُ الدُّنْيَا كَمَثَلِ الْحَيَّةِ لَيِّنٌ لِمُسْهَاهَا
وَيَقْتُلُ مَسْهَاهَا - فَأَعْرَضَ عَنْهَا وَحَمَا يَعْجَبُكَ مِنْهَا لِقَلَّةِ مَا
يُصْهَبُكَ مِنْهَا - وَدَعَ عَنْكَ هَمُّومَهَا لَمَّا ثَبِقْنَتْ مِنْ
فِرَاقِهَا - وَكُنْ أَمَرٌ مَا تَكُونُ فِيهَا أَحَدَرٌ مَا تَكُونُ مِنْهَا - فَإِنَّ
صَاحِبَهَا كُلَّمَا لَطَمَانٌ فِيهَا إِلَى مُرُورِ أَشْخَصٍ مِنْهَا إِلَى
مَكْرُوهٍ *

2. حَلَاوَةُ دُنْيَاكَ مَسْمُومَةٌ * فَمَا تَأْكُلُ الشَّهْدَ إِلَّا بِاسْمِ
فَكُنْ مُؤَمَّرًا شَعْتًا أَوْ مُعْسِرًا * فَمَا تَقْطَعُ الدَّهْرَ إِلَّا بِهِمْ
إِذَا تَمَّ أَمْرٌ بَدَأَ لِقَصَصِهِ * تَوَقَّعْ زَوَالَ إِذَا قِيلَ تَمَّ
لَا تَتَأَلَّمْ إِذَا أُعْرِضَتْ عَنْكَ الدُّنْيَا - وَلَوْ 3.

عَرَضَتْ لَكَ لَشَغَلْتَنَكَ عَنْ كَسْبِ الْفَضَائِلِ - وَقَلَمَا
يَسْتَعْلَقُ فِي الْعِلْمِ ذُو الثَّرْوَةِ إِلَّا أَنْ يَكُونَ شَرِيفَ الْهَيْمَةِ
جَدًّا - وَأَنْ يُثَرِّيَ بَعْدَ تَحْصِيلِ الْعِلْمِ - وَإِلَيَّ لَا أَقُولُ لِمَنْ
إِلَ الدُّنْيَا تُعْرَضُ عَنْ طَالِبِ الْعِلْمِ بَلْ هُوَ الَّذِي يُعْرَضُ عَنْهَا
لَمَنْ هَيْمَتُهُ مَصْرُوفَةٌ إِلَى الْعِلْمِ فَلَا يَبْقَى لَهُ التَّفَاتُ إِلَى

الدنيا - والدنيا إنما تُعْضَلُ بِعَرِيصٍ وَفَكْرِ فِي وَجْهِهَا -
 فَإِذَا غُفِلَ عَنْ أَسْبَابِهَا لَمْ تَأْتِهِ - وَإِذَا كَانَ طَالِبُ الْعِلْمِ
 تَشَرَّفَ نَفْسَهُ عَنِ الصَّنَائِعِ الرَّذِيلَةِ وَالْمَكَامِسِ الدُّنْيَا -
 وَعَنِ أَصْنَافِ التَّجَارَاتِ - وَعَنِ التَّدَلُّلِ لِأَرْبَابِ الدُّنْيَا وَ
 الْوُقُوفِ عَلَى أَوَابِهِمْ *

من جَدَّ فِي طَلَبِ الْعُلُومِ أَفَادَهُ - شَرَفَ الْعُلُومِ دَنَاءَتُهُ
 التَّعْصِيلُ

وَجَمِيعُ طُرُقِ مَكَامِسِ الدُّنْيَا تَحْتَاجُ إِلَى فَرَاغٍ لَهَا
 وَحِذْقٍ فِيهَا وَصَرَفِ الزَّمَانِ إِلَيْهَا - وَالْمَشْتَغَلُ بِالْعِلْمِ لَا
 يَسَعُهُ شَيْءٌ مِنْ ذَلِكَ - وَإِنَّمَا يَنْتَظِرُ أَنْ تَأْتِيَهُ الدُّنْيَا بِالْمَسَبِّ -
 وَتُطْلَبُ مِنْ غَيْرِ أَنْ يُطْلَبَهَا طَلَبٌ مِثْلُهَا وَهَذَا ظَلَمٌ مِنْهُ
 وَعَدْوَانٌ - وَلَكِنْ إِذَا تَمَكَّنَ الرَّجُلُ فِي الْعِلْمِ وَشَهْرَتُهُ خُطِبَ
 مِنْ كُلِّ جِهَةٍ وَعُرِضَتْ عَلَيْهِ الْمَنَاصِبُ وَجَاءَتْهُ الدُّنْيَا
 صَاحِرَةً فَأَخَذَ مَا أَهْدَتْهُ وَمَاءَ وَجْهِهِ مُوَفَّرٌ وَعِرْضُهُ وَدِينُهُ
 مَصُونٌ *

وَاعْلَمْ أَنَّ لِلْعِلْمِ عِبَقَةً وَعَرَفًا يَنَادِي عَلَى صَاحِبِهِ
 وَنُورًا وَضِيَاءً يُشْرِقُ عَلَيْهِ وَيَدُلُّ عَلَيْهِ - كَتَاخِرِ مَسَكٍ لَا
 يَخْفَى مَكَانَهُ وَلَا تَجْهَلُ بَضَاعَتُهُ وَكَمَنْ يَسْهَى بِمَشْعَلٍ فِي لَيْلٍ
 مَذْلُومٍ - وَالْعَالِمُ مَعَ هَذَا مُصَوَّبٌ أَيْنَ مَا كَانَ وَكَيْفَ

مَا كَانَ لَا يَجِدُ إِلَّا مَنْ يَمِيلُ إِلَيْهِ وَيُؤَثِّرُ قُرْبَهُ وَيَأْتَسُّ بِهِ وَ
يَرْتَحُ بِمَدَا نَالَةٍ *

وَاعْلَمْ أَنَّ الْعِلْمَ تَغَوَّرَ ثُمَّ تَفَوَّرَ - تَغَوَّرَ فِي زَمَانٍ وَ
تَفَوَّرَ فِي زَمَانٍ - بِمِزَلَةِ النَّبَاتِ أَوْ عُيُونِ الْمِيَاهِ - وَتَنَقَّلَ
مِنْ قَوْمٍ إِلَى قَوْمٍ وَمِنْ مَوْضِعٍ إِلَى مَوْضِعٍ *

II. Translate into English :—

الذَّبُّ حَيَوَانٌ جَسِيمٌ يُحِبُّ الْعَزْلَةَ فَإِذَا جَاءَ الشِّتَاءُ
يَدْخُلُ وَجَارَهُ الَّذِي لَمْ تَحْذَهُ فِي الْغَيْرَانِ وَلَا يَخْرُجُ حَتَّى
يَطِيبَ الْهَوَاءُ - إِذَا جَاعَ يَمَسُّ يَدَيْهِ وَرِجْلَيْهِ فَيَدْفَعُ بِذَلِكَ
جَوْعَهُ وَيَخْرُجُ مِنْ وَجَارِهِ فَصَلَ الرَّبِيعَ أَسْمَنَ مِمَّا كَانَ -
وَيَخَاصِمُهُ الْبَقَرُ فَإِذَا نَطَحَهُ الْبَقَرُ لِمَسْتَلْقِيٍّ وَيَأْخُذُ بِيَدَيْهِ
قَرْيَةً وَيَعْضُهُ عَضًّا شَدِيدًا يَقْهَرُهُ *

III. Translate into Arabic :—

1. The language which in my proposition I have specified by the name of Hindustani, is also frequently denominated Hindi, Urdu, and Rekhta. It is compounded of the Arabic, Persian and Sanskrit or Bhakha, which last appears to have been in former ages the current language of India.

Owing in some measure to the intercourse of the merchants of Arabia with this country, but more particularly to the frequent invasions of the Mosulmans, and their ultimate settlement in it, a considerable number of Arabic and Persian words became engrafted in the original language of the natives, and out of this mixture arose a new language, the Hindustani, like a modern superstructure on an ancient foundation.

2. Books are not only our best treasures, they are also our best friends. Other friends often intrude upon us with their unwelcome presence, or we are not able to avail ourselves of their help, even when we stand in utmost need of it. Sometimes they show no appreciation of the fitness of things, they smile when we weep, and

they are gloomy when we are in a merry humour. And some of them are untrustworthy, being actuated by selfish and dishonest motives. But books well chosen are quite free from these drawbacks. They teach us our duties and responsibilities; they point out to us the easiest and readiest methods of performing our duties; they even impel and gently persuade us to do what is essential for our temporal and spiritual benefit. They put us into communication with the wisest and noblest spirits of the past.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.
PERSIAN: TEXT-BOOKS AND GRAMMAR.

I. Write an explanatory paraphrase of the following :—

- هود گود مومنان خطي کشيد
 * نرم مي شد باد کانجا مي رسيد
 هر که بيرون بود زان خط جمله را
 * پاره پاره مي شکست اندر هوا
 همچنين شيبان راعي مي کشيد
 * گرد بر گرد رم خطي پديد
 چون بجمع ميشد او وقت نماز
 * تا نيارد گرگ آنجا ترکنتار
 هيچ گرگي در لرفتي اندران
 * گوسپندي هم نگشتي زان نشان
 باد حرص گرگ و حرص گوسپند
 * دائره مرد خدا را بود بند
 همچنين باد اجل با عارفان
 * نرم و خوش همچون نسيم بوستان
 آتش ابراهيم را دلدان نزد
 * چون گزيده حق بود چولش گزد

- آتش شهوت نسوزد اهل دین
- باغیان را برده تا قعر زمین *
- موج دریا چون بامر حق بتاخت
- اهل موسی را ز قبطنی و شناخت *
- خاک - قارون را چو فرمان در رسید
- بازرو تختش بقعر خود کشید *
- آب و گل چون از دم عیسی چرید
- بال و پر بکشاد و مرغی شد پدید *
- از دهانت چون بر آید حمد حق
- مرغ جنت سازدش رب الفلق *
- هست تسبیحت بجای آب و گل
- مرغ جنت شد ز نفع صدق دل *
- کوه طور از نور موسی شد برقص
- صوفی کامل شد و رست او ز نقص *
- چه عجب گر کوه صوفی شد عزیز
- جسم موسی از کلوخی بود نیز *

Remark on the various uses of **ش - ی - چون** in the above, scan and analyse the first couplet, and point out any two figures of speech.

II. Render the following passage into English and state what the underlying motive of the argument is:—

هوش بامن دار این عالم عنصری از مشیت
الهی از افراد انسانی پر و بتقدیر ایزدی از دوست و
دشمن مملو و در هر کوچه و منزل کوران خود خواه که

جز صلاح خود و فساد دیگری در اندیشه تباہ شان نگزرد
 بسیار- اما من آدمی از عناصر متضاده اتمام یافته- و اقسام
 اختلافات و انواع تباین در نهاد هرکس مضمحل پس
 خردمند دور بین شناسد که ایزد جهان آفرین که سلسله
 بنی نوع انسانی را انتظام بخشیده عالم آرای صورتست
 در هر زمانی بنامهای معنوی و مرابطات قوی یکی
 از افراد انسانی را که بظاهر ازین گروه نماید و بباطن
 پرورش یافته انظار قدسیه ایزدی بوده بنده یگانه الهی
 باشد بر مسند فرمانروایی جای داده او را بزرگ گرداند
 و او را قهرمان آن گروه سازد - تا آن بر گزیده خدا بر
 سریر سلطنت نشسته بمقتضای خرد والا که جز بر اصلاح
 عالمیان نظرش نیفتد و نیت حق طویت او غرض آلوده
 نباشد انتظام عالم نماید - و طبقات انام را باقسام تباین
 و تعالف در وحدت قهری در آورده هنگامه قهر و لطف
 را گرم سازد *

III. 1. Explain with reference to the contexts:—

- (۱) گفت هیچ از نحو خواندی گفت لا
 گفت نیم عمر تو شد بر فنا *
- (۲) تیغ حلم از تیغ آهن تیز تر
 بل ز صد لشکر ظفر انگیز تر *
- (۳) هر چه بینی موی اصل خود رود
 جز موی کل خود راجع بهود *

- (۴) آب حلم و آتش خشم ای پسر
هم ز حق بینی چو بکشائی نظر *
- (۵) اسباب دومتی در چهار چیز داشته اند *
- (۶) ذکر جمیل ایشان در محفل مقدم شاهنشاهی

میروند *

2. Criticise Abul Fazl's style supporting your comments by quotations from the text. 3. Give the gist of the letter to Khizr Khán in which this sentence occurs :

جمعی که از نامک برخاسته آمده اند باز بهمان حدرد

روان سازد *

IV. 1. Sketch the career of Maulána Jalál-ud-din Rumi with special reference to the events which inspired his poetic imagination, the fraternity he founded and his status as a pantheistic writer. 2. Write a note on the Masnavi and mention the means used by the author in your text to impart his ethical and moral precepts.

V. 1. Show by referring to the Noun, Pronoun, the Verb, the Cases, and Gender that the tendency of Modern Persian has been to greatly reduce the number of grammatical forms. Is this compensated for in any other way? 2. What form of Verb predominates in Persian?

VI. 1. Mention : (a) The Tenses derived from the Infinitive. (b) Some Persian Nouns which take the plural of Arabic feminines. (c) The various kinds of composition in Persian. 2. Write the Imperative of the following :—

پژمردن - گساردن - آلودن - بالیدن - بیختن

جستن - گسیختن *

VII. 1. Write short notes on : The Possessive ; the different kinds of sentences in Persian ; the functions of the Preposition. 2. Explain and illustrate these idioms :—

دم زدن - دامن درچیدن - دود از آتش دیدن -

دمت خائیدن - زهره داشتن - ستاره شمردن - کام در

کام نهنگ است - رخت کشیدن - قافیه تنگ شدن *

VIII. 1. Name the seven metres peculiar to the Masnavi. 2. What constitutes poetic licence in Persian? 3. Write the literal and the technical meanings of قافیه و ردیف

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:—

1. The Musalmans brought with them the avarice of conquerors and a stringent system of revenue collection. Under the Mughal Empire as organized by Akbar the Great, the share of the State was fixed at one-third of the gross produce of the soil; and an army of tax-gatherers intervened between the cultivator and the Supreme Government. The vocabulary of our own land system is borrowed from the Mughal administration. The zamindar himself is a creation of the Muhammadans, unknown to the early Hindu system. He was originally a mere tax-collector, or farmer of the land revenue who agreed to pay a lump sum from the tract of country assigned to him. But the Hindu chief or local magistrate was often accepted by the Mughals as the zamindar, or revenue contractor, for the lands under his control. In this way the Indian zamindars, as a body, are of mixed origin, and represent in some cases, not merely an official status, but hereditary rights. If the Hindu village system may be praised for its justice, the Mughal farming system had at least the merit of efficiency.

2. Give thy thoughts no tongue,
Nor any unproportioned thought his act.
Be thou familiar but by no means vulgar.
The friends thou hast and their adoption tried,
Grapple them to thy soul with hoops of steel,
But do not dub thy palm with entertainment
Of each new-hatched, unpledged comrade.
Beware
Of entrance to a quarrel, but being in,
Bear't that the opposed may beware of thee.

II. Translate into English:—

1. برخوردار آستانه معرفت رجائی کشاده پیشانی
تواند بود که بفراخی نشاط خمگساری کولین پیش نهاد
همه او باشد - یا خوفی گره برابر و که اگر سرور هم
جهالان نصیبه او شود او باشد مانی آشنا رو نباشد -
و بزرگ این درگاه که پیشوائی نشانین را از اسباب والا
است آن بایه دریافتی تواند بود که از خوف و رجا و
قبض و بسط فرائد شده غم و شادی ره پیرامون خاطر

مقدمس او راه نباشد - میخواستم که فراتر ازین مقامی
چند رسیدن خود چون گویم دریافتن خود را رقمزدن
کلك جواهر ملك نمايم - لیکن چکنم که دانش جهان
ماز فطرت موزمن رخصت آن نمیدهد - بهاطر مشوریده
میرسد که این تیز اول مصاحبان بزم عشرت جهان
آفرین را مایه ایست بلند پایه - وان کوهکن دوم ملزمان
بارگاه سلطنت را پرتویست ماز وار - و آن دوریین
مومین مهران خلوتخانه شهود را نموده ایست پسندیده -
ابوالفضل بن مبارک را که نه خورسد از هستی موهوم و
نه ملول از نیستی اعتباری است مالیخولیای ذاتی یا
شورش بهاری باز بیتابانه به گلگشت سخن گزینی آورد
و گاه ببهانه غذای خویش قدمیای کلام رامی نویسد -
و گاه بغیال مهمالی فطرت زل بردار است - و گاه برای
دفع شر تمغاچیان طبیعت که اخوان معاشرت اند در
تسوید اوراق کوششی دارد - الهی چشمی و سرمه که
خجلت زده و بال است تا از وحشت آباد گفتگوی بر
لزعتگاه خموشی رسیده نظارگی باشد *

2. گفت هر رازی نشاید باز گفت

چفت طاق آید گهی - که طاق چفت *

از صفا گردم زلی با آئینه

تیره گردد زود باها آئینه *

درمیان این مه کم جنبان لب

از ذهاب و از ذهب و زمذهب *

- کین مه را خصم است بسیار و عدو
 در کمینست ایستد چون داند او *
 ور بگوئی بایکی گو الوداع
 کل میر جاوڑ الاثنین شاع *
 مشورت دارد و مر پوشیده خوب
 در کنایت با غلط افکن مشوب *
 مشورت کردی پیمبر بسته مر
 گفته ایشان جواب پیخبر *
 در مثال بسته گفتی رای را
 تا داند خصم مر از پای را *
 آنچه حق آموخت مر زبور را
 آن نباشد شیر را و گور را *
 خالها سازد پر از حلوائی تر
 حق برو آن علم را بکشاد در *
 آنچه حق آموخت کرم پیل را
 هیچ پیل داند آن گون حیل را *
 آدم خاکي زحق آموخت علم
 تا بهفتم آسمان افروخت علم *
 نام و ناموس ملک را در شکست
 کوری آنکس که باحق در شکست *

۳. چون از انتظام امور شیروان و تنبیه لکزیه

داغستان فراغ حاصل شد در بست و چهارم جمادی

الاولي اعلام ظفر فرجام بصوب قلعه گنجه پر چم کشور
کشائي کشفه - بامو والا در معاذات ارمس جسر متین
ترتیب یافته - کوکبه عز و تمکین با افواج ظفر قرین
عبور و روز چهارشنبه ششم جمادی آخری از سمت
کلیسا کندي گنجه قباب بارگاه عز و جاه بذروه مهر و
ماه افراشته شد - علي پاشا که دران آوان از دولت
عثماني بايالت گنجه منصوب و بافتگرای سلطان تا تار
و جمعی از رومی و تا تار به حفاظت مامور بود شهر را
خالی نموده بنارا بر حصن و قلع داری گذاشت - خدیو
مکندر مقام کمیست سپهر توان مجره لگام را بجانب قلع
سبکضرام ساخته مکان سیبه و اطراف قلع را بدیده دید
دیده روز دیگر از جانب جنوب از میان میدان شهر که
تا پای حصار تهمینا صد و بیست گز فاصل بود طرح
سیبه بندی ریخته جزائر چیان خون آشام را دست بدست
بر سر سیبه تعیین و از طرف دیگر مورچله معین و مقرر
گشته هر فوج بستنی و هر مه گروه بمکاني اختصاص
یافت *

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.
HINDUSTANI: TEXT-BOOKS AND GRAMMAR.

Translate into English:—

I. کہتی ماهی بریان کہ دیران قضا
داغ دیتے ہیں اوسے جسکو درم دیتے ہیں *
اس شعر کی پوری طور سے شرح کرو اور اس کے
معانی بیان کرو *

آئين داغ جسکو اڪبر نے جاري ڪيا وه ڪيا آئين ٿا
اور اوس مے غرض ڪيا ٿهي اور اوسکے عمل در آمد کا
ڪيا طريقہ ٿا *

II. اڪبر کے عہد مے پيشتر تحصيل مالگداري کا ڪيا
طريقہ ٿا اور اڪبر نے اوسمين ڪيا اصلاح ڪي *

III. اڪبر نے رهايي ملك کے مائھ ڪس قسم کا برتاؤ
اختيار ڪيا ٿا اور اوس مے ڪيا مقصود ٿا ڪسيقدر بسط
کے مائھ بيان ڪرو - اڪبر ڪو ان تدابير مين ڪهان ٿڪ
ڪاميابي حاصل هوي اور ڪيا نتائج ظاهر هوء -
اور ٿڪ زيء نے اس باره مين اڪبر کے آئين کے مائھ
ڪس مصلحت مے مخالفت ڪي اور ڪيا نتيجہ پايا *

IV. جزيہ ڪي ڪيا حقيقت هي اور مسلمانون ڪي تاريخ
کے ڪس عہد مين ڪس بنا پر جاري هوا - اڪبر نے اپنے
وقت مين ڪس خيال مے موقوف ڪيا اور ڪيا وجہ موقوفي
ڪي ظاهر ڪي *

V. امراي ذيل مين مے ڪسي ايلڪ ڪي سوانح عمري
بتفصيل لکھو * منعم خان خاناناں - امير الامرا خان
زمان علي قلي خان ميستائي - مهيش داس راج پيرير *
VI. اشعار ذيل کے مضامين ڪو صاف صاف لشر مين
ادا ڪرو *

جون ٺڪيٽ گل جنبش هي جي کا ٺڪل جانا
اي باد صبا ميڙي ڪروڻ ٿو بدل جانا

- پالغز محبت مے مشکل هي منبھل جانا
 * اوس رخ كي صفائي پر اوس دل كا بھل جانا *
 اي دل وه جويان آيا كيا كيا همين ترسايا
 * تولے كهين مكھلا يا قابو مے نكل جانا *
 كيا ايسے مے دعوئي هو معشر مين كم مينے نو
 * نظارے قائل كو احسان اجل جانا *
 هي ظلم كرم جتنا لها فرق پڑا كتنا
 * مشكل هي مزاج اتنا اك بار بدل جانا *
 حورون كي ثنا خواني واعظ يون هي كب ماني
 * لے آ كم هي ناداني باتون مين بھل جانا *
 عشق انكي بلا جانے عاشق هون تو پھچالے
 * لو مچكو اطباكے مودے كا خلل جانا *
- VII. اشعار ذيل كي شرح اور اولمين جو محاسن نظر
 آوين انكو بيان كرو اور تلميحاً كو بهي ترك نہ كرو *
1. كيا پايدے منت سليمان
 * ايك بات مين نصرت پر بٹھا يا *
 كيون شكر كرين نہ آل داود
 * افسون شهنشهي مكھا يا *
 وه نير آسمان تقدیس
 * جالسوز مناظر و مرايا *
 اب بهي نظر اس مجاز مين هي
 * كيون مھر نگاہ مين مسایا *

- لے عقل بسیط اوس کا پر تو
 * نہ نور مجرد اسکا مسایا
 تھا شور فداک جایی لبیک
 * اوس دشمن دین نے گر بلایا
 گل پیرھنون کی آرزو لے
 * اکثر خز و پرنیان پنبھایا
 آیا نہ کبھی خیال حج کا
 * تلوا سو بار گر کھجایا

2. زبان لعل کہان اور مدیح تاج خروص
 * گرا ہی خاک پہ کیا لعل افسر کاوس
 خلل پذیر رطوبت ہوا دماغ بہار
 * عجب کہ سبزۂ خوابیدہ کو نہو کاہوس
 ہی دشت بزم طرب کثرت نتائج سے
 * نہ کیون ہو شکل حماری کو ناز شکل عروص
 ہوا ہی ابتو یہ سرمایۂ لطافت آب
 * کہ پشت ماہی پر گلہای اشرفی ہین فلوس
 3. مومن خدا کے واسطے ایسا مکان بچھوڑ

- دوڑخ میں ڈال خلد کو کوی بتان بچھوڑ
 * عاشق تو جانتے ہین وہ ای دل یہی مہی
 ہرچند بے اثر ہی پر آہ و فغان بچھوڑ
 * اوس طبع نازنین کو کہان تاب انفعال
 جاموس میرے واسطے ای بدگمان بچھوڑ

زخمی کیا عدو کو تو مرنا محال ہی
 قربان جان لیرے مجھے لیم جان لچھوڑ *
 کچھ کچھ درمست قدمے لیرے ہو چکے ہیں وہ
 ایک چند اور کج روی ای آسمان لچھوڑ *

VIII. 1. سوال مشم و ہفتم کے چاروں نظموں میں سے
 اول شعر کی تقطیع کرو اور بحر بتاؤ * 2. ان مصطلحات
 کی تعریف کرو اور مثالیں بتاؤ * سبب - وتد - فاصلہ -
 عجز - صدر - عروض - ضرب - زحاف *

IX. جناس کی قسمیں بیان کرو—ردالعجز علی الصدر
 کس صنعت کا نام ہے اور کس طرح واقع ہوتی ہے -
 بدیع میں عدد - استفہام الکاری - تباہل عارف -
 تلمیح - لف و نشر - حسن مطلع - کسکو کہتے ہیں *

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

HINDUSTANI: TRANSLATION.

I. Translate into Hindustani:—

Of all the sights in India that meet the modern traveller, none is of more melancholy interest than places where stand great memorials of religion, raised to commemorate a peculiar visitation of nature or manifestation in some striking form of natural phenomena. That characteristic of the Hindu, which attaches the highest importance to all that pertains to religion, has made him believe that divinity loves to reside in such places more than in any other, and that such phenomena are manifestations of the divine will. Where rivers meet; where in the awful chasm or cleft of a mountain interesting ice formations, resembling sacred symbols, appear; where from great rocky heights waterfalls have been coursing down incessantly; or where nature puts forth her best forms; or where the earth from her womb gives birth to precious stones of rich lustre and lovely hue;—in such places, such interesting circumstances directed the genius of the people for architectural memorials in the form of temples to the Most High, whose vastness and symmetry

and whose real beauty, even in the minutest parts, find no parallel in any other country in the world. And when, perhaps, the circumstances that caused the rearing of these grand edifices of piety no longer exist, when rivers have changed their courses, and the earth no longer yields her rich treasures, these ancient monuments alone remain intact, and worship is conducted there as of old. Palaces and vast abodes raised around them, for the pious to stay and offer their devotions, are tottering or have already crumbled down, and the wisdom and the civilization of the times, which found expression in those holy places in a thousand ways, these have vanished away, but the temples themselves remain, surrounded by a few straggling huts, peopled by those who perform the worship there and live upon the bounty of such as visit them to pay their devotions. And the tottering structures, where lived the wealth and the beauty of the land in those times, are now inhabited by screeching bats, and in the clefts and crevices that time has made therein, are found luxuriant growths of shrubs and plants; and, for the music and religious song and the chant of the Vedas that went forth from thousands, there is heard the morning picota song of the lonely villager, sung to enliven the labour of watering his fields, and the traveller who comes there to see the old structures, which piety has raised, and the ruins indicative of bygone opulence, wonders for a few moments at those sights and disappears, as all other things there have disappeared.

II. Translate into English :—

1. خان زمان کا گھوڑا ہوا اقبال میں اڑا جاتا
 تھا کہ پھر نعومت کی ٹھوکر لگی۔ اس میں کچھ کلام
 نہیں کہ دشمن ہر وقت دونوں کے درپے تھے۔ مگر
 وہ بھی کچھ اپنے نشہ دلاوری سے۔ کچھ غفلت
 عیاشی سے دشمنوں کو چغلیخوری کے لئے موقع دیتے
 تھے۔ شکایتیں پیش ہوئیں کہ لڑائیوں میں جو خزاں
 اور اشیاء عجیب و نفیس ہاتھ آئی ہیں سب لئے
 بیٹھا ہی۔ بھیجتا کچھ نہیں۔ ان میں صف شکن اور
 کوہ پارہ دوہاتھیوں کی ایسی تعریف کی کہ اکبر منکر
 مسک ہو گئے۔ اور یہ بھی ضرور ہی کہ جب خان
 زمان اور بہادر خان کے جلسوں میں حریفوں کی

درالدازيون ڪے ذڪر آئے تھے تو وہ انھين خاطر مين بھي نہ لائے ھونگے ۔ فتوحات ڪي مستي اور اقبال ڪے نشے مين الے ڪار نامون ڪو خالداں ڪے فخر مے ڇمڪائے تھے ۔ اور حريفون ڪے خاڪے اڙائے تھے ۔ حريف ان باتون ڪو اڪبر ڪے سامھن ايسے پيرائے مين ادا ڪرے تھے جس مے ڪنپون ڪے لشتر بادشاہ ڪي طرف ڇبھتے تھے *

2. ھمسري اس زلف مے اب پھر بھي ايسا ھوگيا
- لو مرے بخت سيہ ڪو اور سودا ھوگيا *
- ڪس طرح معلوم ھو حال دل گم گشتہ ھاے
- جو ڪبو نرلے گيا وان نامہ عنقا ھوگيا *
- مرگ مے تھي زندگي ڪي آس موجائي رھي
- ڪيون بري حالت ٺھوے غير اچھا ھوگيا *
- چشمہ حيوان بنا اسڪے لبون ڪي شرم مے
- پاني پاني بسڪہ اعجاز مسيحا ھوگيا *
- روز مھر ڪيا ھوا پھر ڪيون شب ديھور ھي
- ڪيا ھمارا نامہ اعمال ڪچھ وا ھوگيا *
- جان و دل پر لشڪر آرائي تھي جوش ياس ڪي
- مفت اس بلوے مين شب خون تما ھوگيا *
- شربت مرگ آب حسرت شور بختي زھر خم
- تلھڪامي مے مچھے ڪيا ڪيا گوارا ھوگيا *
- حق تو پھر ھي ڪيا غزل اور مومن لے پڙھي
- آج باطل مارے استادون ڪا دعويٰ ھوگيا *

3. ولي عهدي مين شاهي هو مبارك عنايات الهي هو مبارك *

اس امر فرخ و همايون كي شهرت مين كوشش
بيحوصلگي هي - اور اسڪي اخفا مين مبالغہ خفقايت -
تم اپني زبان پر نه لاؤ - اگر کوئي اور کہے مانع نه آؤ -
نه اشتہار نه استتار - دورہ هوا مگر مدت معينہ کے بعد -
اور پھر چھاگ کا نه آنا اور تمہارے پکارے ميے متنبہ
هو جانا مادہ كي كمی كي علامتين هيں - شدت ميے
جستدر خفت هو غنيمت هي - ميے خطوط اردو کے
ارسال کے باب مين جو کچھ تم نے لکھا تمہارے حسن طبع
پر تم ميے بعيد تھا - مين سخت بے مزہ هوا - اگر بيمزگی
كي وجہ لکھون شاید ايك تختہ کاخذ مياہ کرنا پڑے -
اب ايك بات موجز ومختصر لکھتا ہوں - منوبھائي اگر
ان خطوط کا تمکو اخفا منظور هو اور شهرت تمہارے لئے
منافي طبع هي تو هرگز نه بھيچو - قصہ تمام هوا - اور
اگر ان کے تلف ہونے کا الديش هي تو مييري دستخطي
خطوط اپنے پاس رھنے دو - اور کسی متصدي ميے نقل
الروا کر چاھو کسی کے ہاتھ - چاھو بسبيل پارسل ارسال
درو - ليکن خدا کے واسطے کہين خص مين آکر عطاے تو
بلقائے تو کہکر اصل خطوط نه بھيچدینا - کیونکہ یہ امر
ميے مخالف مقصود هي *

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

HINDUSTANI: COMPOSITION.

Write an essay on the following:

"The decadence in modern times of public speaking is owing mainly, if not solely, to the invention of printing."

مندرجہ ذیل عنوان پر ایک مضمون بزبان ہندوستانی
لکھو:—

فی زمانہ فن خطابت یعنی مجالس میں تقریر کرنے
کا کساد بازار اگر بالکل نہیں تو ایک حد معتد بہ تک
چھاپے کی ایجاد کے سبب سے ہوا ہے *

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. திருக்குறள்-இராமாயணம் - சிந்தாமணி - கந்தபுராணம் என்பவைகளைப்பற்றிச் சொல்லத் தருவனவற்றையெல்லாம் கூடியவரையில் சுருக்கமாகக் கூறும்படி ஆங்கிலேயரொருவர் உம்மைக் கேட்டதாக வைத்துக்கொள்க. அவருக்கு அவ்வந் நூலாசிரியரையும்- நூற்பொருளையும் - அதன் பொருளியல்பையும்பற்றி-உரைக்கற்பாலனவற்றை ஆறுவரியில் எழுதி அவ்வந் நூலையோ, நூலாசிரியரையோ குறித்துத் தமிழர்க்குள் வெகு ஜன வாக்கியமாக வழங்குவனவற்றையும் குறிப்பிடுக.

II. 1. தமிழ்நூலின் காலவரையறையை நிர்ணயிப்பதில் அனுசரிக்கும் ஆராய்ச்சி வகைகள் எவை? அவ்வகைகளை இராமாயணம்-சிந்தாமணி-கந்தபுராணம் எனுமிவைகள் விஷயத்தில் பிரயோகித்து, உம்முடைய முடிவுகளின்படி அவ்வந்நூலுக்குரிய காலத்தை வரையறை செய்க. 2. இராமாயணம்-கந்தபுராணம் என்பவற்றின் கால நிர்ணயத்தைக்குறித்துக் கர்ண பரம்பரையாலும் ஆங்காங்கு வரும் பாடல்களாலும் அறியலானவற்றைத் தெளிவாக எழுதி, அவைகள் உம்முடைய முடிவுகளுடன் இவ்வளவு ஒத்திருக்கின்றனவென்பதை விவரிக்க. (விடை ஒரு பக்கத்திற்கு மிகலாகாது.)

III. 1. அரிஸ்டாடில் (Aristotle) என்பவர் கூறுமாறு ஒரு (Epic) காவியத்தின் செய்கையானது முதலாவது ஒரே யொரு செய்கையாகவும், இரண்டாவது தன்னில் முற்றுப்பெற்ற செய்கையாகவும், மூன்றாவது சிறந்த செய்கையாகவும் இருத்தல் வேண்டும். இவ்விதியை இராமாயணத்துக்கும் சிந்தாமணிக் கும் பிரயோகித்து, அவைகள் இவ்விதியுடன் எம்மாத்திரம் பொருந்துகின்றன என்பதை விவரிக்க. 2. இராமாயணத்தில் செய்கைச் சிறப்பென்ன? அதைக் கம்பர் எங்ஙனம் உரைக்கின்றனர்? செய்யுளையாவது செய்யுட் சாரத்தையாவது எழுதுக. 3. (Homer) ஹோமரைப்பற்றிப் பேசும்பொழுது அடிசன் (Addison) என்பவர்—"It was the fault of the age, and not of Homer, if there wants that delicacy in some of his sentiments which now appears in the works of men of much inferior genius." (i) இதை நோக்கும்போது, அடியில் வான்மீகராமாயணத்தினின்றொடுத்தவை, அதே ஆக்ஷேபனைக்குட்பட்டனவா என்றுரைக்க. (a) தாமரையொத்த கண்களையுடைய சீதாதேவியை இராவணன், இடதுகையினால் கூந்தலையும் வலதுகையினால் தேகத்தையும் பிடித்து, எடுத்தேகினான். (b) மாயமானின் மாய வொலி கேட்டும் போகாத இலக்ஷ்மணனை நோக்கிச் சீதை இவ்வாறு கூறினாள்—"ஏ லக்ஷ்மண! என்னைக் கவரும்படியே இராமனுக்கு மரணத்தை விருப்புகிராய். இந்த எண்ணத்தினாலே நீ உன் தமையனிடம் போகாதிருக்கிராய்; இது சத்தியம்." (ii) மேலையவற்றைப்பற்றிக் கம்பருடைய கருத்து என்னவென்று உமக்குத் தோன்றுகின்றது? இவற்றைத் தமது இராமாயணத்தில் கம்பர் எங்ஙனம் அமைத்திருக்கின்றனர்? செய்யுளையாவது செய்யுளின் சாரத்தையாவது எடுத்தெழுதுக.

IV. 1. அசனி-அத்தவாளம் - ஈமம்-கறங்கு - சீழ்க்கை-நெள் எல்கள்-நிசி-முழை : சொற்பொருளுழுதுக. 2. கம்மியர்-வாரம் - உலகம் - செப்பு - இஞ்சிரும் - போச்சு-மிலேச்சன்-குப்பாயம் : இவ்விரண்டுவாளுக்கு மேற்படாமல் குறிப்பெழுதுக. 3. முருந்துறழெயிற்றினான்-வாசநாரேதியாள்-ஆதீண்டு குற்றி-வெதிர்ங்குதைச்சாபம் - பால்படுஞ்சும்மை - ஆமையினிருக்கையன்-சொல்லேருழவர்-இத்தொடர்களை விளக்குக.

V. காணத்தினேனமொத்தகனையிருட்குழன்மற்றவ் [ட வேனத்தினெயிற்றையொத்ததிளம்பிறையதனைப் பூண் கோனெத்ததண்டமந்தக் கூரெயிறு குத்தமுத்தந் தானொத்துவிளங்குகின்ற தாரகாகணங்களெல்லாம்,

1. இதற்குப் பொழிப்புரை யெழுதுக. 2. இப்பாடலிலுள்ள உவமான உவமேயங்களைத் தனித்தனியே எடுத்துக் காட்டுக. 3. ஒத்த-கோன்-பிறை: இலக்கணக்குறிப்பெழுதுக. 4. இருட்குழல் - விளங்குகின்ற தாரகாகணங்கள் - விதியுடன் சந்தியிலக்கண மெழுதுக. 5. “ஈழபோதலிடையுசுர மிய்யாதல், ஆதிநீடலடியசுரமையாதல், தன்னொற்றிரட்டன் முன்னின்ற மெய்திரிதல், இனமிகலினையவும் பண்பிற்கியல்பே”. மேலேச்செய்யுளில் இதற்குதாரணஞ் சூத்திரத்தோடு பொருத்திக் காட்டுக.

VI. எவவுஞ்செய்கலான் றுன்றேறானவ்வயிர்
போளுமளவுமோர்நோய்.

1. பதவுரைவேண்டும். 2. செய்கலான் - தேறான்-உறுப்பிலக்கண முரைக்க. 3. இரண்டாவது அடியைப்பற்றி வழங்கும் உலக வழக்கென்னை? 4. முதலடிக்கியைந்த பழமொழியாது? 5. முதலடியின் கருத்து இராமாயணத்தில் எங்கே எவ்விதம் அமைந்திருக்கிறது? 6. இப்பாவை அலகிட்டிக்காட்டுக. 7. “வைதாலன்னவாளிகள்” என்பதற்குத் திருக்குறளில் மேற்கோள்காட்டி விசேட மெழுதுக.

VII. 1. அடியிற்கண்ட செய்யுட்களுக்குப் பொழிப்புரைக்க:—

(a) முடிநாட்டியகோட்டுதயத்துமுற்றவுற்றான் முது
[கங்குல்
விடிநாட்கண்டங்கிளிமிழற்றுமென்சொற் கேளா
[வீரற்காண்
டடிநாட்செந்தாமரை யொதுங்குமன்னமில்லால்
[யானடைத்த
கடிநாட்கமலத்தெனவவிழ்த்துக் காட்டுவான்
[போற்கதிர்வெய்யோன்.
(b) நாழியுளிமுது நாகான்கன்றுதின்னொழிந்த புற்
[ரோய்த்
தாழிதோறவுந்தோழும்போன்றுடன் மூக்கவெ
[ன்று
தாழிருங்குழலினுளை நெய்தலைப்பெய்துவாழ்த்தி
மூழைநீர்சொரிந்து மொய்கொளாய்ச்சியராட்டி
[னாரே.

2. இவைகளிலுள்ள அணிகளை விளக்க. 3. மிழற்றும்-போன்று-மூக்க: இவைகளின் பகுதியென்ன? 4. முதற்பாட்

டிஸ் கேளா என்பது என்னசொல்? அது வேறு இரண்டுவித மாய் வரும்படி சிறு வாக்கியங்களில் வைத்தெழுதுக.

VIII. 1. தென்னிந்தியாவில் முற்காலத்தில் நிரைகவர்தலைப் பற்றிச் சிந்தாமணியில் அறியலாவதைப் பத்துவரிக்கதிகப்படாமல் எழுதுக. 2. உடன்கட்டை யேறுதல்-வேது குளித்தல்-சந்நியாசி லக்ஷணம்-பேரரசரைக்கண்டு சிற்றரசர் செய்யுமரியாதை : இவற்றைக்குறித்து உங்கள் பாடங்களால் அறிந்ததைச் சந்தர்ப்ப சகிதமாகச் சுருக்கி யெழுதுக. 3. “புண்ணிலாம் பெரும்புழையிற் கன்னுழைந்தாலெனச் செவியிற் புகுதலோடும்”—இக்கருத்துச் சிந்தாமணியில் எங்ஙனம் அமைக்கப்பட்டுள்ளது? 4. (a) “இல்லாது பிறவாது—அள்ளாது குறையாது.” (b) “விநாசகாலே விபரீதபுத்தி” இக்கருத்துகளை இராமாயணத்தில் கம்பர் எவ்விடத்தில் எவ்வாறமைத்திருக்கின்றனர். 5. (a) “ஆணல்வன் பெண்ணல்ல னல்லா அலியு மல்லன்”—திருவாய்மொழி.

(b) “.....திங்கட்சுடர் பட்டுக் கொப்புளங்கொண்ட குளிர்வானை—யிப்பொ [முது மீன்பொதிந்து நின்றவிசும்பென்ப தென்கொ [லோ”—நளவெண்பா.

(c) “தீமுகனாய ரக்கனாகாத வார்த்தை சொல்லச் செவியிற் கைவைத்தே யந்ததேவி ஒம்பிண்டத்தமுதை நாயிச்சைப்பட்டதுபோ லுரைத்தாயென்னடா அடபாவி.”—இராமா

இக்கருத்துள்ள கம்பராமாயண அடியையாவது செய்யுளை யாவது எழுதுக. 6. ஒரு யூத ஆசானுடைய (Jewish Rabbi) அடியிற்கண்ட வார்த்தையை Dean Stanley என்பவர் மேற்கோள் காட்டியிருக்கிறார் :—“I have learnt much from my masters, more from my companions, most of all from my scholars”—இக்கருத்தமைந்த நன்னூற் சூத்திரம்வேண்டும். 7. “அயில்போலுங்கணை யேறுண்டவ் வழிபுண்ணீர் சோர, மயில்போல வுயிர்போகிக் கிடக்கின்றான் மருங்கணைந்தெ, னுயிர்போல் வாயுனக்கிது வென்னுற்றதென மத்தெறிதன், டயிர்போலக் கலங்கியறிவழிந்து மனஞ் சாம்பிணன்”—திருவிளையாடல். இச்செய்யுளின் இறுதியடியிலுள்ள உவமை பொருந்திய பாட்டினடியைச் சிந்தாமணியினின்றும் காட்டுக.

- IX. 1. செய்யுளாவதியாது? செய்யுளுறுப்புக்களென்ன?
 2. (a) இயற்சீர் வெண்டளைக்கும் ஆசிரியத்தளைக்கும், (b) வெண்சீர் வெண்டளைக்கும் கலித்தளைக்கும், (c) நேரிசை ஆசிரியப்பாவுக்கும் நிலைமண்டில வாசிரியப்பாவுக்கும் உள்ள வித்தியாசம் என்ன?

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

TAMIL: TRANSLATION.

I. Translate into Tamil: [See Hindustani Translation paper, age 226.]

II. Translate into English:—

1. உஞ்சபிழையாயுறவினோடுமெனவுன்னா
 நெஞ்சுபறைபோதுமதுநீநினையகில்லாய்
 அஞ்சுமெனதாருயிரநிந்தருகுநின்றார்
 நஞ்சுதுகர்வாரையிதுநன்றெனலுநன்றோ.
2. எம்பிக்கும்மென்னன்னைதனக்குயிறுதிக்கோர்
 அம்புய்க்கும்போர்வில்லிதனக்குடயனிற்கும்
 தம்பிக்குந்நம்மாண்மைதவிர்ந்தேசயநிற்கும்
 கம்பிக்கும்மென்னெஞ்சுவனென்றேகவல்கின்றேன்.
3. கோலிழுக்குற்றஞான்தே கொடுமுடிவரையொன்றே
 [நிக்
 காலிழுக்குற்றுலீழ்ந்தென்கருந்தலைகளையலுற்றேன்
 மால்வழியுளதன்றாயின்வாழ்வினைமுடிப்பலென்றே
 யாலம்வித்தனையதெண்ணி யழிவினுளகன்றுநின்றே
4. நிலவுலாவியககனமாநீடுபாற்கடலில் [ன்.
 குலவுகின்றதோர்பொருளெலாங்கொண்டு கொண்
 [டேக
 யுலகினல்குவான்முயலெனுமொருமகனுய்ப்பச் [ன்.
 செலவுகொண்டதோர்தோணிபோன்றதுசிறு திங்க
5. பொய்படு மொன்றோ புனைபூணுங் கையறியாப்
 பேதை வினைமேற் கொளின்.
 அறிவிலார் தாந்தம்மைப் பீழிக்கும்பீழை
 செறுவார்க்குஞ் செய்த லரிது.
 இளைதாக முண்மரங் கொல்க களையுநர்
 கைகொல்லுங் காழ்த்த விடத்து

6. நட்புச் செய்தற் காவாணர்ப் பெறுதலும் பெற்றாற் செய்யுமுடாயமும் செய்தாற் றிரிபின்றி நின்றலுமுதலிய அரிய வாகலின் நட்பிற செயற்கரியனவில்லை யென்றும், செய்தாற் பகைவரஞ்சி வினைதொடங்காராகலின் அதுபோல வினைவாராமைக்கு அரிய காவலில்லை யென்றுங் கூறினார். நட்புத்தான் இயற்கை செயற்கையென விருவகைப்படும். அவற்றுள் இயற்கை பிறப்பு முறையானாயுதாஉம் தேயமுறை யானாயுதாஉமென விருவகைப்படும். அவற்றுள் முன்னையது சுற்றமாகலின் அது சுற்றந்தழாலினடங்கிற்று; ஏனையது பகை யிடையிட்ட தேயத்ததாகலின் அது துணைவலியென வலியறிதலுள் அடங்கிற்று. இனி ஈண்டுச் சொல்லப்படுவது முன்செய்த வுதவிப்பற்றி வருஞ் செயற்கையே யாகலின் அதன் சிறப்பு இதனாற் கூறப்பட்டது.

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

TAMIL: COMPOSITION.

[See Hindustani Composition paper, page 230.]

அடியில் வருவதைப்பற்றி ஒரு வியாசம் எழுதுக :—

“தற்காலத்தில் சபாபிரசங்கச்சக்தியின் கண்ணத்திற்கு அச்சுப்பதிப்பினுற்பத்தி முற்றிலுங் காரணமா யிராவிடினும் முக்கிய காரணமாயிருக்கிறது.”

TELUGU: TEXT-BOOKS AND GRAMMAR.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

I. ప్రబంధపరమేశ్వరుడు, శంభువాసుడు, అనుబిరుదులు సృసింహపురాణకవి కేల కలిగెను? అతనిగురు వెవ్వడు? అతని యితర్గ్రంథము లేవి? అప్పకవి యెప్పటివాడు? ఎచ్చటివాడు? అతడు ప్రస్తావించిన హేమచంద్రధల్లాధర్వణుల గ్రంథములం గొన్నింటిం జేర్చునుడు. అప్పకవికి ముందు ఆంధ్రశబ్దచింతా మణికి మఱివ్వరు తెనుగున టీక వ్రాసిరి?

II. మనువసుచరిత్రలతారతమ్యమును విద్యావినోదిబిరుదాంకితు లిట్లు తెలిపి యున్నారు:—

“Both of them (Allasani Peddanna and Bhattumurti) had the capacity and the worth to figure as epoch-makers. Both made the effort. But one alone of them, i.e., the latter of them, came

off triumphant. . . . That the epithet 'పిల్లవసుచరిత్ర' should be approvingly bestowed on later works of poetic art and be exulted in, is proof positive of the dominance of Bhattumurti's methods."

ఈ విషయమున మీ సిద్ధాంతమును వివరింపుడు.

III. 1. ఈ క్రింది పద్యముల యర్థమును వివరింపుడు.

కంజనయనావిలోచనఖంజనయుగమెదకువాలంగనివసువాలో
రంజిలుట దెలిసి శంబరభంజనుడతినిశితవిశిఖపంక్తి నగల్చెన్.

సారథిచాందసుండుబడిసాగదుచక్రయంగంబుప్రాతపం
చారపుగుఱ్ఱముల్రథియు శౌర్యమునందరమానిసాత్త్వి
స్తారముఖండఖండములుతానటమాసయించుడత్పురిన్
దేరులు నవ్వు శంకరుని తేరిని గేతనకింకనీధ్వనిన్.

2. ఈ క్రింది పద్యము నచ్చ తెనుఁగుగా ననువదించి యందలి
శబ్దాలంకారములను వివరింపుడు:—ఫేటభట భాషణోద్భటాఫేట
చటుల | కుటిల కటు కటాక్షక్షణ ఖోభవధిర | మతిరభనభాస
మాన యానాభిమాన | రామ విక్రియాకులము వరాహకులము ||

IV. 1. ఈ క్రింది పద్యములవ్యుత్పత్తిని వివరింపుడు:—పచరించు,
గయాళి, వయాళి, అవటించు, అశోకము, కృష్ణ ద్వైపాయనుడు,
పాపండుడు, ఔపవిధక్తికము, తోకూయమానము.

2. పరిఖ-పరిఖు (ఆగడ్డ), తద్దులు-తజ్జులు, పంక్తి-పజ్జి,
అహోబిము-అహోబలము, పథిశ్రమము-పథశ్రమము:—ఈ జంట
రూపములలో సాధుత్వాసాధుత్వములను సిద్ధాంతీకరింపుడు.

V. 1. ఈ పద్యముల యర్థములం దెలుపుడు:—పేరణి, కర, వా
యము, ఇసిరింతలు, సారిసత్తులు, ఉల్లఱము, కుడుంబంబు, ఔధికం
బు, పృథితంబు, కా (కళాపదము). 2. ఈ పద్యములకు రెండేసి
యర్థములు వ్రాయుడు:—చాఁగు, బుగ్గ, కానుపు, మానవుడు,
విసంబు. 3. ఈ క్రింది వానియర్థమును నిర్ధారింపుడు:—ఘన గర్జననీ
లించువారువము, మినుకుటూర్పులవాడు, ప్రామఱ్ఱిక్రీసీడ విడిది
ప్రోడ, చక్కర ఖాణపుఁ దేజి.

VI. ఈ క్రిందివానియందు పొరఁబా ట్లున్నచో దిద్ది వీని యర్థమును వివరింపుఁడు :— 1. స్వరశశితటిదజపవమానరవిసుధాసలిలమునిజనత్పారిష్టాసురమృత్యుజ్వలనఁ జెలఁగుసురవేశ్యలు గొలిచి రంత సుబ్రహ్మణ్యుఁ. 2. హరుఁగుత్తుకనగాక శిరసునఁబోలఁదాల్చిన జటాచ్ఛటలీలశిఖి వెలుంగ. 3. ఎక్కుడు వేష్కఁగ్రోలికొని యెండకయున్నఁ బయోధి పల్తఱుఁ గ్రక్కెడినో సుధాకిరణకాంతిచయంబు ననంగ. 4. శీతాంశోరమృతార్పణం బనుక్రియఁ. 5. కోరక పూహమోహనముక్తావలి దాల్చె నీతఱుగుగాడ్పు.

VII. ఈ క్రిందివానిలో వక్తను శ్రోతను వర్ణమును ప్రకరణమును దెలిపి యర్థమును వివరింపుఁడు.— 1. పాదరసమర్దకులునుంబోలెఁ జంపం దలంచి. 2. తాఁజెడ్డవాఁడు వెనకయ్యచేతికి వెస లిచ్చెఁ. 3. డాఁగంబోయి తలారివారియెదురఁ డాఁగంగ నీ కేటికిఁ. 4. ఏల బృడిన్దలక్రిందైన ననూన వాగ్గ్రహణమేధాశక్తి బింబాశికిఁ. 5. జ్ఞాతి శ్చేదనలేన కిమ్మనెడు వాచారూఢి సత్యంబుగాఁ.

VIII. 1. ఎట్టిపదములందు నలరడలయుత్పంబునకు లోపం బగు, నెట్టిపదంబులం గాదు ? 2. అక్కరము పరమైనప్పుడు వీనిశబ్దము నకుం గలుగు సంధికార్యము లేవి ? 3. త్రివిక్రమ భల్లటాధర్వణ మతసంధులేవి ? 4. పెంపు పరీక్షింపమొ, వీరల్లోపించిన—ఇటఁ బ్రాసమందలి యీ వకారగకారాదేశములు సాధువులా ? ఈ విషయమున—అప్పకవి, చిన్నయనూరి, సీతారామాచార్యులు, - వీరియభిప్రాయములం దెలుపుఁడు. 5. పల్లవపుటార్చిడఁగరాదు—ఇందలియిత్వ సంధి కాస్త్రీయమో చర్చించి, మీపాఠగ్రంథములనుండి యీసంధికి ఇక మూఁడువాహరణము లిండు. 6. భూతప్రథమపురుషేకార సంధి, కిషప్తీసంధి, ఆనుకృతిని నిడుదకుం గుఱుచ యగుట,—ఈ విషయములందు అప్పకవి చిన్నయనూరుల మతములం దెలుపుఁడు.

IX. 1. నలువదిలోమిది రూపంబులు గొనియు—ఎవరు ? 2. అష్టైశ్వర్యములు, పంచభారలు, చతుర్విధధావితములు—అననేవి ? 3. కుమా

రస్వామి శివునికిం గానుక యిడినముత్తెంపుంజరిత్రమేమి ? అది పార్వ
తీపరమేశ్వరులకు ఏయే యవయవమునందు ఏయే యలంకారముగా
నొప్పినది ? 4. “ ఒప్పు కుందదు నగపుత్రికడ్డ ”—ఎప్పుడు, ఎట్లు ?
5. హంసడిచికుల సేన యేఁ డనఁగ నడిచె” —సామ్యమును వివరింపుఁడు.

X. ఈ క్రిందివానియందుఁ గలయథాలంకారములం బేర్కొని
నిర్వచించి సమన్వయము సేయుఁడు :—

1. కావుకావనుట రక్కసుల మూఁక నె కాని
ననిచె నీయెడ సింహనాద విహృతి.
2. ఒక నాఁడుఁదీగోపయోగిగానిశతుండు
నొదల ధరియించు నభ్యంగం.
3. అతనితోవిగ్రహింప దొరఁకొనిన వచ్చు మనకు
మద్దులు మునిగి పాఱ వెంపళ్లు తమకెంతబంటి యనుట.
4. ఊర్చికలు కంకణాకృతి నొనరె నపుడు.
5. కామినులు విన్నవించిరి
కోమలకోకూయమానకోకిలఫణితిఁ.

XI. 1. ఇంపారఁగా నాతీర్థం బెఱిఁగింపు మాకుఁ బరమోదాత్త
ప్రబంధోక్తులఁ-ఇందలియతిసాధ్యమును స్థాపింపుఁడు. 2. నన్నుఁ
గనలించి బ్రతుకుఁ గన్నార లేరు—ఈ యతిని చర్చింపుఁడు. 3. రేఫ
మునకుఁ బ్రాసమైత్రి గలస్వరముం దెలిపి మీ పాత్రగ్రంథంబులందు
దేనినుండియేని ఉదాహరణ మిందు. 4. హయగతిరగడస్వరూప
మేమి ?

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.
TELUGU: TRANSLATION.

I. Translate into Telugu : [See Hindustani Translation paper,
page 226.]

Translate into English :—

1. తొలుదొలుతఁ విలొలగతిఁ దొంగలితెప్పల నాని కర్ణకుం
డలరుచిధాశభశ్యములదాపున నల్లనఁ బొంచి మించులై
వెలువడి పూర్ణచంద్రుపయి వెన్నెలపుల్లలచాలు వ్రాలులీ
లల విభుమిఁద వ్రాలె నపలానపలాతితదృష్టిజాలముల్.

2. నాల్గుం బెల్లెడి బ్రహ్మచారిగృహీవానప్రస్థయత్యాశ్రమం
బు లైవల్యవివిక్షు లంతిమపదంబుం గోరువా రిట్టివీ
ర ల్గోపించిన నంతకుండు నెడు మీరా యొర్పువా రిమ్మెయిన్
మేల్గీడాడక వీరిఁ జేరి మనుఁడీ మీమీకుభప్రాప్తికిన్.
3. మిడికెడిఁ బెదవులు వ్రేళ్ళులు
మడిఁగడుఁ గనుదోయి మొగిడె మాయెదురఁ గడున్
బెడవీఁక యొడలు చేసెను
కడపలజపమునకు నేఁడు గలదో లేదో.
4. పుట్టిననాఁటనుండియును బుణ్యులు సత్ఫల మొందునంతకుం
బట్టినకార్య మిశ్వరుఁడు పట్టిన నీనిదృఢప్రతిజ్ఞ లే
పట్టిన ధర్మము ల్విడనిప్రాజ్ఞులు తజ్ఞులపాలి వేలుపుం
జెట్టులు పోర నైదు పదిసేయనికూరులు వీటిరాసుతుల్.
5. అొక్కలలోడికొండల నెఱిం దనలోన నడంచుకొన్న నీ
నెక్కి బలారి పంచెనొకొ యీజలపూరము పేర్చియంతయుం
దక్కువసేయ నన్నక్రియ దందడి నెందునుఁ జేర్చి పెల్లుగా
నొక్కటనీరు గ్రోలెడుఁబయోదసముచ్చయముల్ పయోనిధిన్.
6. వెఱవకు మోకుమార పదివేలవిధంబుల నైన నిన్ను నే
మఱవ మ తేడకుం జనుట మాని సుఖంబున దక్షుప్రోలునన్
దుఱిగలి గొన్న సమ్మదముతో గమనింపుము భీమనాయకుం
డఱగొఱ లేని వేల్పు నిఖిలాభ్యుదయంబులు నీకు నయ్యెడున్.
7. నీచ మగుమేను పాఱంగ వైచుకరణిఁ
బడి సరోరుహనేత్రు నపారకరుణ
నధమలోకంబు విడిచి యయ్యురరపథముఁ
జూచుటకుఁ బోలెఁ దనకుఁ దా లేచు నతఁడు.

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

TELUGU: COMPOSITION.

[See Hindustani Composition paper, page 230.]

ఈ క్రింది విషయమై యొక వ్యాసము వ్రాయుడు.

“ప్రకృతమందలిపహిరంగోపన్యాసక్షీణదశకు అక్షరముద్రణ సృష్టి, కేవలముగా కాకపోయినను, ప్రాయికముగా కారణమయి యున్నది.”

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. 1. నృపతుంగన మతానుసారవాగి కావ్యగళన్న విభాగ మాడిదరే నిమ్మ పరిక్షేగి నియమితవాద గ్రంథగళు యావ యావ జాతిగి సేరుత్తవే? 2. ఆవుగళన్న ఈగినవరు జేగి విభాగిసు త్తారే; ఆవ జేసరినింద కరయత్తారే?

II. 1. అసదళమాయ్దు రూపమదమగ్గళవాదుదుయౌవనో [దయం

మౌససరివంత నాసరియమం జనకం మధురేఖ్టనిం [విజా

రిసుగుమే జూతనోల్దు మౌదేగుం గిళయంమంబరాగి [యం మధు

వ్యసనిమదాళయం సజజవక్రవజ్జస్త్రియనన్యపుష్పనం ||

2. దరిదర్శం బందపం పాదళగేనుతరణం వ్యోమవిస్మరణ [రంగం

తరవిధిజ్ఞన్న తారాస్ఫటిక శకలమం నూంకుతం జా [రుజామి

కరయంత్రవ్రాతదిం కుంకుమభసరసమం సింహుతి [దణ్ణంబం

తిరటిత్తం నిల్ప మౌన్యేత్తదయ సమయదోళ శోణ [నయోణంబు జాల్పం ||

೩. ಕುಳಕೆಗಳೆಂಬ ಹರ್ಷಪುಳಕಾವಳಯಂ ತಳೆದಿರ್ಪಳಾಮ್ರಕೋ
ಮಳೆ ಮಧುಪಾವಳಿನಿನದಮೆಂಬ ಕಲಧ್ವನಿಯಿಂದೆ ಮಲ್ಲಿಕಾ
ಲಲನೆ ಕಡಂಗಿಪಾಡಿದಪಳವ್ವಿನಿ ತನ್ನ ಪರಾಗಮೆಂಬ ತಂ
ಬುಲನುಂಗಿ ಸಕ್ಕಪಳ ವಿಕ್ರತಿಯೆಂಬಧುಸಂಗತಿಮಾಡ ದಿ
[ಕುರ್ಮೇ ||

1-ಗೆ ಚಮತ್ಕಾರವು ವಿಶದವಾಗುವಂತೆ ತಾತ್ಪರ್ಯಾರ್ಥವನ್ನೂ
2-ಗೆ ಪ್ರತಿಪದಾರ್ಥವನ್ನೂ 3-ಗೆ ದಿಟತೆಯು ವ್ಯಕ್ತವಾಗುವಂತೆ ಅರ್ಥ
ವನ್ನೂ ಬರೆಯಿರಿ.

III. 1. ಕವಿರಾಜಮಾರ್ಗವೇ ನಮಗೆ ದೊರೆತಿರುವ ಕನ್ನಡ ಗ್ರಂಥಗ
ಳಲ್ಲಿ ಅತಿಪ್ರಾಚೀನವಾದುದೆಂದು ಹೇಳುತ್ತಾರೆ. ಇದಕ್ಕೆ ಆಧಾರವೇನು?
2. ಸೃಪತುಂಗನ ಕಾಲದಲ್ಲಿ ಕನ್ನಡಭಾಷೆ ಎಲ್ಲೆಲ್ಲಿ ಪ್ರಚಾರದಲ್ಲಿದ್ದಂತೆ
ತಿಳಿಯುತ್ತದೆ? 3. ಸೃಪತುಂಗನ ಕಾಲಕ್ಕೆ ಹಿಂದೆ ಯಾವ ಕರ್ಣಾಟಕ
ಕವಿಗಳಿದ್ದರು?

4. ತರಿಸಂದಾಸಕ್ಕದಮುಮು

ಸರಿಯದೆಕನ್ನಡಮುಮುಂ ಸಮಾನೋಕ್ತಿಗಳೋಳೆ |

ಕುರಿತು ಬರಸಿದೊಡೆ ವಿಸಂ

ಮರುಗುವ ಪಾಲ್ಗಳೆಯ ಪನಿಗಳಂ ಬರಸಿದವೋಲೆ ||

ಎಂದು ಸೃಪತುಂಗನು ಹೇಳುತ್ತಾನೆ. ಇದರ ತಾತ್ಪರ್ಯವೇನು?
ಈ ವಿಷಯದಲ್ಲಿ ಇತರ ವ್ಯಾಕರಣಕಾರರ ಅಭಿಪ್ರಾಯವೇನು? ವಿಶದ
ವಾಗಿ ತಿಳಿಸಿ.

IV. 1. ಕೆಳಗಣವಾಕ್ಯಗಳ ಅರ್ಥವು ಸ್ಪಷ್ಟವಾಗಿ ತಿಳುವಡಾಗಿ ಟಿಪ್ಪಣಿ
ಬರೆಯಿರಿ:—(a) ರಸಸಂಕರ ಚಿತ್ರಚೈವೈ, (b) ಕೈಯುಂ ಕಾಲುಂ
ಮೂಡಿದುವು ಪಾತಕಕ್ಕೆ, (c) ನೂಸಲೋ ಕಣ್ಣಡದಂತೆ ಪಡೆದಂ,
(d) ಕಾಗಿಣಿಗೆ ಮರಂ ಬಿಳಲಿಷ್ಟಾಗಿರ್ಕುಂ, (e) ಮುನ್ನುಂಡೆನೀರನು
ಗುಳ್ಳಪುದುಕೃಪಾಣಂ, (f) ಕುಂಘಜನೀಂಟದ ತೋಯರಾಶಿ. 2. 'ಬಾಣ'
ಎಂಬ ಪದದಲ್ಲಿ ಯಾವ ಚಮತ್ಕಾರಾರ್ಥವು ಕಲ್ಪಿತವಾಗಿದೆ? ಆ ಅರ್ಥ
ವನ್ನು ಯಾವ ಆಧಾರದಮೇಲೆ ನಿರೂಪಿಸಬಹುದು? ಉಪಪತ್ತಿ ಸಹಿತ
ವಾಗಿ ವಿವರಿಸಿ. ೦

V. 1. “ ಸತ್ಯಭಾಮೆಯ ಚತುರೋಕ್ತಿಗೆ ಪೌಲೋಮಿ ಕುಟಿತ ಯಾಗಿ ” - ಇಲ್ಲಿ ಸತ್ಯಭಾಮೆಯ ಚತುರೋಕ್ತಿಯಾವುದು ? 2. ಆದಕ್ಕೆ ಪೌಲೋಮಿ ಹೇಳಿದಪ್ರತ್ಯುತ್ತರವೇನು ? 3. ಇದನ್ನು ಚತುರೇಯಾದ ಸತ್ಯ ಭಾಮೆ ತನಗನುಕೂಲವಾಗುವ ಹಾಗೆ ಹೇಗೆ ತಿರುಗಿಸಿಕೊಳ್ಳುತ್ತಾಳೆ ? 4. ಪಟ್ಟರಯದ್ಧಕ್ಕೆ ಕಾರಣವೇನು ?

VI. 1. ಕೆಳಗಣಪದ್ಯಕ್ಕೆ ದಂಡಾಸ್ವಯವನ್ನು ಬರೆಯಿರಿ :—

ಕಡೆಗಣ್ಣಿಂ ಕರ್ಣಮೂಲಕ್ಕೊಗೆದುಗುತರೆ ಭಾಷ್ಪಾಂಬುಗಳ್

[ಸುಯ್ಲ ಪೊಯ್ಲ

ದೇಡೆಯೊಳ್ ಸಂದೇಹಮಂ ಸಂಗಳನೆ ಮಿಡುಕುದಾಣಂಗಳ್

[ಲ್ಲಲ್ಲಿ ಸತ್ತವಿಂ

ಗಿಡೆ ಧೈರ್ಯಂಗೆಟ್ಟು ಸಂಸಾರಮನುರದ ಮಹಾಸತ್ತವನಂ

[ಮೂರ್ಛೆವೋದಂ

ಗಡಜನ್ಮಾರಣ್ಯದೊಳ್ ಮಿಕ್ಕರನಳಿಸಿದೇ ವೋಹದಾವಾಗ್ನಿ

[ದಾಕಂ ||

2. (a) ಕೈಕೆಗೂ ಸುಮಿತ್ರಗೂ ಇರುವ ತಾರತಮ್ಯವನ್ನು ಕವಿ ಹೇಗೆ ವರ್ಣಿಸಿದ್ದಾನೆ ? (b) ‘ ದೊರೆಕೊಳ್ಳದೊಳ್ಳತಾಯಿತು ತರುಣಿಯ ಸಂಬಂಧಂ ’ ಇದನ್ನು ಯಾರು ಯಾರಿಗೆ ಹೇಳಿದರು ? ಹೀಗೆ ಹೇಳಲು ಕಾರಣವೇನು ? (c) ಅದು ಚಿತ್ರದಸಭೆ ನೆರೆಲಿಪ್ಪದಸಭೆ ತಿರ್ಯಕ್ಕುನುಪ್ಪ ಸಭೆ - ಈ ಮಾತನ್ನು ಯಾರು ಆಡಿದರು ? ಇದರ ತಾತ್ಪರ್ಯವೇನು ?

VII. 1. (a) ಹಳಗನ್ನಡದ ಪದಗಳನ್ನು ಪ್ರಯೋಗಿಸುವ ವಿಷಯದಲ್ಲಿ ನೃಪತುಂಗನ ಅಭಿಪ್ರಾಯವೇನು ? (b) ‘ ಯತಿವಿಲಂಘನದಿಂದರಿಪಲ್ಲಿ ಕನ್ನಡಂ ’ ಎಂದು ಕೆಲವರು ಹೇಳುತ್ತಾರೆ. ಈ ವಿಷಯದಲ್ಲಿ ನೃಪತುಂಗನ ಅಭಿಮತವೇನು ? (c) “ ಶ್ರುತಿದುಪ್ಪ ” ಕ್ಯಾ “ ಶ್ರುತಿಕಷ್ಪ ” ಕ್ಯಾ ಭೇದವೇನು ?

2. ಮನದೆ ನೆನೆದವರ ಕಿಡುಗುಂ

ಜಿನಾಧಿಪಾ ನಿನ್ನ ಪಾಪನಿಜಯಂ ಗುಣಮಂ |

ಮುನಿಗಳುಮದರಿಂ ತ್ವತ್ಸೇ

ವನೆಯಿಂ ಕಿಡಿಸಲ್ಕಿ ಪತ್ತಿದರ್. ಸಂಸ್ಕೃತಿಯಂ ||

ಇದರಲ್ಲಿರುವ ದೋಷವೇನು ? ಆ ದೋಷವನ್ನು ತಪ್ಪಿಸಿ ಇದನ್ನು ಗದ್ಯರೂಪವಾಗಿ ಬರೆಯಿರಿ. 3. “ವಿಸಂಧಿಯೆಂಬುದು ದೋಷಂ”. ಎಂದು ಹೇಳಿ ಉದಾಹರಣಾರ್ಥವಾಗಿ ಕೊಟ್ಟಿರುವ ಪದ್ಯವು - ಜನಪತಿಗೆ ವೊಸಗೆಯಂ ಪುರಜನವೆಲ್ಲಂ ಬಿರುತಿರ್ಪರಾಗಳ್ ತಾಮಂ - ಎಂದು ಅಚ್ಚು ಹಾಕಿದೆ. ಇದು ಸರಿಯೇ ? ಹೇಗೆ ? ಇಲ್ಲದಿದ್ದರೆ ಹೇಗೆ ಇರಬೇಕು ?

VIII. 1. ಇವುಗಳ ಶ್ಲೇಷಾರ್ಥವನ್ನು ವಿವರಿಸಿ :—(ಆ ಚಂಡಾಲಕನ್ಯೆ) ನಕ್ಷತ್ರಮಾಲೆಯಂತೆ ಚಿತ್ರಾಶ್ಲೇಷ ಶ್ರವಣಾಭರಣಭೂಷಿತೆಯೆಂ, ದಿವ್ಯ ಕಾಂತಿಯಂತೆ ಕುಂದಿನೆಯೆಂ ಅರಣ್ಯಕಮಲಿನಿಯಂತೆ ಮಾತಂಗಕುಲ ದೂಷಿತೆಯೆಂ, ಮಧುಮಾಸಕುಸುಮಸಮೃದ್ಧಿಯಂತೆ ವಿಜಾಯೆಯೆಂ ಮಾಗಿದಳು. 2. (a) ಮಾವಿನಮರದಲ್ಲಿ ಅನಂಗದ್ವಿಪತ್ನುವನ್ನು ಕವಿ ಹೇಗೆ ಆರೋಪಿಸುತ್ತಾನೆ ? (b) ವಯಃಪರಿಣತನಾದೊಡಂ ಬಿಸುಡಲಾ ಪನ ರಾಗಿ ನಿಸರ್ಗಭಾವಮಂ. ಇದನ್ನು ಕವಿ ಹೇಗೆ ಸಮರ್ಥಿಸಿದ್ದಾನೆ ? (c) “ಪೊಗಳ್ದಂ ಪರಿಹಾಸಕನಂವಶೋಕಮಂ”-ಎನೆಂದು ಹೊಗಳಿದನು ? ಪರಿಹಾಸಕನ ಸ್ತೋತ್ರದಲ್ಲಿರುವ ಚಮತ್ಕಾರವೇನು ?

IX. 1. ಇವುಗಳ ಅರ್ಥವೇನು ? (a) ಬಿಟ್ಟೆಕ್ಕು, (b) ಪೊರ್ಕುಳು, (c) ತಿಂಗಳೆಗೆ, (d) ಅರುಗುಲಿ, (e) ದಾಂಗುಡಿ, (f) ಅಗಂದಲೆ. 2. ಇವುಗಳ ತತ್ಸಮರೂಪವೇನು ? (a) ಗಾನ, (b) ಕಾಗಿಣಿ, (c) ಸವತಿ, (d) ದವಳಾರ, (e) ಉಂಗುಟ, (f) ಅಸುಗೆ. 3. ಇವುಗಳಲ್ಲಿರುವ ವ್ಯಾಕರಣ ವಿಶೇಷವೇನು ? (a) ತಳೆದಿದರ್ ರಾಜಾಜ್ಞೆಯಂ ಮೂರ್ತಿ ಗೊಂಡಳಂ, (b) ಪ್ರಣತರಿಪುನೈಪತೀಷೂಡಾಮಣಿರಂಜಿತಪಾದನಧಿಕಸತ್ಯ ಗುಣೈಕಾಗ್ರೇಣಾ ನೃಪಂಗೆ, (c) ಕಾಲನೊತ್ತುತ್ತಿರಲೂದ್ರಕಸೃಪತಿಸುಖ ಸೀನ ನಾಗಿದರ್, (d) ಅಮೃತಕಡಲೊಳ್ ಮುಳುಂಗಿದಂ. 4. ಇಲ್ಲಿ ಸೂಚಿತವಾದ ಪೂರ್ವಕರ್ಥವೇನು ? ಸಂಕ್ಷೇಪವಾಗಿ ಬರೆಯಿರಿ :— (a) ಮೂರುಂ ವಿಕ್ರಮದಾಯಾಸವಾಯ್ತುಮುಂ ಚಕ್ರಿಗೆ, (b) ದೈತ್ಯಮ ದನನನಿಸಿದರ್ವಂ ಕಪಟದಿಂದೆ ವಿಲಾಸಿನಿಯಾದಂ.

X. 1. ಇವು ಯಾವವೃತ್ತಗಳು ? ಗಣವಿಭಾಗಮಾಡಿ ತಿಳಿಸಿ :— (a) ಮಥಿತರಿಪು ಸೂಪಾಲಂ ಹೇಲಾವತೀಕೃತಮಂಡಲಂ, (b) ಉರ್ವರಾಧಿ ಪತಿ ಕಂಡನುರ್ಜನಾ. 2. ಇವುಗಳ ಲಕ್ಷಣವೇನು ? (a) ಮಾಲಿನಿ, (b) ಉ

ತೃತೀಯ. 3. ಯಮಕ, ಉತ್ಪ್ರೇಕ್ಷೆ - ಇವುಗಳಿಗೆ ಒಂದೊಂದು ಉದಾಹರಣೆ ಕೊಡಿರಿ. 4. ಇವುಗಳಲ್ಲಿರುವ ಅಲಂಕಾರಗಳು ಯಾವುವು ?

(a) ಗಿಳಿಗಳ ಪಸುರೆರಕೆಯೆಂಬ ಬಾಳೆಯ

ಪೊಸ ಬಿಜ್ಜಣಿಗೆಗಳನೆಸಗಿದುವು ತಣ್ಣೆಲರಂ.

(b) ಇಪ್ಪಿಲ್ಲದಿಂಗಡೆವೊ

ಸಪನಸೆರೆ ಜಲಕನಾಯ್ತು ಪೊಸವೊಂಗಳ್.

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

KANARESE: TRANSLATION.

I. Translate into Kanarese:—[See Hindustani Translation paper, page 226.]

II. Translate into English:—

1. ಕಿಡಿವಿಡೆಕರ್ಪುರಂ ಸುಗಿದುಮೆಯ್ದೆಗೆದಂ ಕಮತಾಧಿಪಂಪಡೆ |

ಲ್ಪಡೆವೆಡೆಗಳ್ ಫಣಿಪ್ರಭುಮೊಗಂದಿರಿದಂ ದನೆಯಾನೆ ಮಾ
[ಕರ್ಪುರಂ]

ಲ್ಪಡೆಯದೆತಗ್ಗಿ ಮುಗ್ಗಿದುವಿವಕ್ಕಿ ಭಾರದೊಳೊದನೆದೆಯಂ |

ಕಿಡಿಸಿತನೊಜನಿಂತಳೆವುದಿ ನೆಲನನಿಜಬಾಹು ದಂಡೆದೊಳ್ ||

2. ಕರಮೆಸೆದತ್ತು ಕಣ್ಣಿನಲಿವತ್ತು ಮನೋಜ್ಞತೆವೆತ್ತು ತಳ್ಳಸಿಂ |

ಗರಗಳಬಿತ್ತು ವೈಭವದಗೊತ್ತು ವಧಸ್ಥದಮಿತ್ತು ಲೋಕವೇ |

ಳರತಲೆಗುತ್ತು ಘೋವನಿತತಾಳದಮೂಗುತಿಮುತ್ತುನೋಡಲ |

ಚ್ಚೆರಿಯನೆತೆತ್ತು ಕುಂಡಿನಪುರಂಮಣಿಮಂಡನಭಕ್ತಗೋಪುರಂ ||

3. ಮತ್ತ ಮಲ್ಲಿಕೇಶನಯನಿಪುಣರುಂ ಕಲಾಕುಶಲರು ಮಂ
ದಾತ್ತರಾಘವನಲ್ಲದೆ ಪದಪಲ್ಲವರಾಗದಿಂ ನಿಖಿಲಪರಿಜನಮನೋರಾಗವು
ನೊದ ವಿಸಲು ಮನಾಯ್ಕವೀಯ್ಯವನಯೋಧ್ಯಾ ಸಿಂಹಾಸನವಂ ಪದ್ವಿ
ಳಮಿರಿಸಲುಂಕಿಂಚಿದುನ್ನಮಿತಭ್ರೂಲತಾಂಜಲದಿನಖಿಲಯಾಚಕ ಮನೋ
ರಥಮಂ ಸಫಲಮಾಡಲುಂ ಭಂಜಪ್ರತಾಪತಪನತಾಪದಿನುದ್ವೃತ್ತ ರಾಜ
ಮಂಡಲಮಂ ಮಸುಳಸಲುಂ ನಿಷ್ಕೃಪಕೃಪಾಣ ಧಾರಾಜಲಯಿಂ ಶರ
ಣಾಗತ ಕುಭೈತ್ಯುಳಮ ನೊಳಕೊಂಡು ಕಾಯಲುಂ ವಜ್ರಸ್ನೇಹಯ
ಲೆಂದು ಕೈಕೆಯ ಕೈತವಕ್ಕಿ ಕನಲೊಡನಲ್ಪು ನಡೆವನುಡಿಗಳ ನಾಡೆಸು

ತುಂ ದಿವಸದವಸ್ಥಾನ ಸಮಯದೊಳೆ ಪುರದಪರಭಾಗದರ ಭಟ್ಟುರಕರ
 ಬಸವಿಯಂ ಪೊಕ್ಕಂ. 4. ಎಲೈ ಕುಮಾರನೆ ವಿವಿತಸರ್ವಶಾಸ್ತ್ರನಾಗಿ
 ವಿನೀತನಾದ ನಿನಗೆ ತಿಳಿಸಬೇಕಾದುದೇನೂ ಇಲ್ಲವಾದರೂ ಈ ಪ್ರಪಂಚ
 ದಲ್ಲಿ ಮನುಷ್ಯರಿಗೆ ಲೋಕೋತ್ತರವಾದ ಸಿರಿನವಯವನರೂಪು
 ಪ್ರಭುತೆ ಇದೊಂದೊಂದೂ ದುಸ್ಸಹವೆನಿಸುವುದು. ಇವು ಒದವಿದಾಗ
 ಎಂತಹವರಿಗೂ ಭಾವವೇ ಭಿನ್ನಿಸುವುದು. ಆಗ ಮಾನಸಿಕ ವಿಕಾರವಿಲ್ಲ
 ದವರೇ ವಿಳರು. ಸಿರಿಯೆಂಬಜ್ವರವು ವ್ಯಕ್ತೋಚ್ಚಾರಣವಂ ಕೆಡಿಸು
 ವುದು. ಭಕ್ತದ್ವೇಷವನ್ನಂಟುಮಾಡುವುದು. ಪ್ರಾಯವು ಪ್ರಾಣಾಪದ
 ದಂತೆ ಪ್ರಾಪ್ತವಾಗಿ ಕಣ್ಣು ಕಾಣಿಸುತ್ತಿದ್ದರೂ ಕಿವಿಗಳಿಸುತ್ತಿದ್ದರೂ ನಿರಿಂ
 ದ್ರಿಯರಿಗಿಂತಲೂ ಅಂತು ತತ್ವವಂ ತಿಳಿಯಲೇಯದು. ಆ ಐಸಿರಿಯೂ
 ಮತ್ತಿತೆಯಂ ಮನಕ್ಕೆ ಕಲಿಸಿ ಸದಸಮ್ಪದೇಕವಂ ಸೂರೆಗೊಂಡು ಸಾಧು
 ಸದವಾಸವಂ ತಪ್ಪಿಸಿ ಸರ್ವಸುಖಸಾಧನವೆನಿಸಿ ತಾನೇ ಶಾಶ್ವತವೆಂಬಂತೆ
 ಮಾನವಂ ವೋಸಗೊಳಿಸುವುದು. ಹಲವುಮಾತೆರೆ ? ಮುಖ್ಯವಾಗಿ
 ಮಾನ್ಯರವಮಾನಿಸದೆ ಬಲರಿಗವಕಾಶಗೊಡದೆ ಆರ್ಯಮರ್ಯಾದೆಮಾರದೆ
 ಆಯವ್ಯಯಗಳಲ್ಲಿ ಧೂರದರ್ಶಿಯಾಗಿ ಪ್ರಾರ್ಥಿಸುತ್ತ ದಿವ್ಯವರಿದು
 ದೀನಾಫವಿಪನ್ನರಲ್ಲಿ ದಯೆಮಾಡುವ ರಾಜನೇ ಪ್ರಕೃತಿ ರಂಜಕನೆನಿಸಿ
 ಇಹಪರಗಳಲ್ಲಿ ಸುಖಿಸುವನು.

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

KANARESE : COMPOSITION.

[See Hindustani Composition paper, page 230.]

“ ಈಗಿನ ಕಾಲದಲ್ಲಿ ಸಭಾಮಧ್ಯದಲ್ಲಿ ಭಾಷಣಮಾಡುವುದು
 ಕ್ಷೀಣದಶೆಗೆ ಬರುವುದಕ್ಕೆ ಮುಂಢ್ರಣವಿದ್ದು ಕಲ್ಪನೆಯೊಂದೇ ಕಾರಣವಲ್ಲ
 ದಿದ್ದರೂ ಅದು ಮುಖ್ಯವಾದ ಕಾರಣವಾಗಿದೆ.” ಈ ವಿಷಯವನ್ನು
 ಕುರಿತು ಒಂದು ಉಪನ್ಯಾಸವನು ಬರೆಯಿರಿ.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM : TEXT-BOOKS AND GRAMMAR.

I. ಅಪರಾಧಿಗಳೂ ಅಪರಾಧಿಗಳೂ ಅಪರಾಧಿಗಳೂ ಅಪರಾಧಿಗಳೂ ಅಪರಾಧಿಗಳೂ
 ಅಪರಾಧಿಗಳೂ. ಅಪರಾಧಿಗಳೂ ಅಪರಾಧಿಗಳೂ ಅಪರಾಧಿಗಳೂ ಅಪರಾಧಿಗಳೂ ಅಪರಾಧಿಗಳೂ

കുളുടെ പേരുകൾ പറക. ആട്ടക്കുലയിൽ പ്രഥമജ്ഞനീയന്മാരായി മലബാറിലും കൊച്ചിയിലും ഉണ്ടായിരുന്ന കവികൾ ആർ, ആധുനിക വിദ്യാഭ്യാസത്തെ കൃതികളിൽ എത്ര ആട്ടക്കുലകൾക്കും ഇത നോക്കു കൗതുകയെ കരുപദവി ലഭിച്ചിട്ടുണ്ട്.

II. ദക്ഷയാഗം കഥകളുടെ മൂലഗ്രന്ഥം ഏതാകുന്നു. ആട്ടക്കുല ശാപശ്രദ്ധയായി പുരാണ സംഗ്രഹത്തിൽ നിന്ന എന്തെല്ലാം ഭേദഗതികൾ ഇതിൽ ചെയ്തിട്ടുണ്ട്. ആ ഭേദഗതികളെക്കൊണ്ടു കവിതകളോടായിട്ടുള്ള ഗുണദോഷങ്ങൾ എന്തെല്ലാമാണെന്നു എഴുതുക.

III. 1. ചുരുങ്ങിയിട്ടുള്ള പദ്യപദപാതങ്ങൾ വാഴുന്നു
ചുരുക്കനാമലിപിജാതമതു പോലെ.

2. ഹൃസ്വജ്ഞിതര രത്നതരള കുന്ദചാ പായൽ പതിഞ്ഞിടിലും. ഇവയെ ഏകദേശ സാദൃശ്യമുള്ള പദങ്ങൾ ദക്ഷയാഗത്തിൽ നിന്നാകമാരസംഭവത്തിൽ നിന്നോ എടുത്തു എഴുതുക. 3. ചേദവല്ലിയുടെ മുഖത്തെ വണ്ണിക്കുന്നതായ ശ്ലോകം എഴുതി അതിലുള്ള അലങ്കാരങ്ങളെ വിവരിക്കുക.

IV. തിരുരാഹിത ഭാഗ്യതാമരനീശപദം
വിടയാഗതാപാലം വിഹ്വലാസരീ
വിഹ്വല സാമോദ വിലാസമാസ്ഥിതാ
കുമാരനീവാമികലാകുലക്ഷിതാ.

ഈ ശ്ലോകത്തിന്റെ അർത്ഥം എഴുതുക.

V. 1. സാസ്തൃതകാഴ്ചയിലുള്ള ഒരു കവിതയെ മലയാളഭാഷയിൽ ആകർഷകമായി ഉണ്ടാക്കുന്ന പ്രയാസങ്ങൾ എന്തെല്ലാമാണെന്നാണു മനോധീയരുടെ അഭിപ്രായം. 2. (a) രാമായണാൻ സ്വഭാവ ഗുണദോഷങ്ങൾ എന്തെല്ലാമാണെന്നതിന്നു അവന്റെ വാക്കുകളിൽ നിന്നും. (b) അവന്റെ അനുചരന്മാരുടെ വാക്കുകളിൽ നിന്നും. (c) അവന്റെ എന്തുകാലത്തോടെ വാക്കിൽ നിന്നും ഗ്രഹിക്കാവുന്നതോടും ചുരുക്കി എഴുതുക.

VI. 1. "ഗതി നമുക്കു വംശത്തിനു

ചതിയെന്നല്ലാതെ യില്ലെന്നൊന്നും."

ഇതു ആർ ആരോടു പറയുന്നു. ജാനകി പൂർണ്ണയത്തിൽ കേ

ബിചുതായ ചതി എന്തല്ലാം; എല്ലാം ഏങ്ങിനെ കലാശിച്ചു. 2. "നടരണൻ:—എന്നാൽ ഇങ്ങിനെ (എന്നു ചെവിയിൽ പറയുന്നു.) താടക:—(സന്തോഷത്തോടു കൂടി) ഉണ്ണി! നിന്റെ ആലോചന നന്നായിരിക്കുന്നു." ആലോചന എന്തായിരുന്നു? 3. കരാളൻ:—മാരിചനെ കുറിച്ചുള്ള വിചാരം കൈക്കൂ പ്രകൃതത്തിന്നു വിപരീതമായിട്ടു ഞാൻ ചോദിച്ചുപോയി - പ്രകൃതം എന്ത? ചോദ്യം ഏത?

VII. 1. രാമൻ സീതയെ ഒന്നാമതായി കണ്ടെന്നതു എപ്പോഴാണ്. അപകട അന്ത്യോന്ത്യം അതിന്നു മുമ്പായി അനുരാഗം ഉണ്ടായിരുന്നതു ഏതു വിധം? 2. ശതാനന്ദശിഷ്യൻ രാമനെ വണ്ണിക്കുന്നവിധം, രാമന്റെ ചിത്രപടം കണ്ടിട്ടു രാവണന്നും വിദ്യജ്ഞാപനം തോന്നുന്നതായ അഭിപ്രായം, രാമൻ മാൻ പേടകളുടെ നേട്ടത്തെ വണ്ണിക്കുന്നതും രണ്ടു കണ്ണുകൾ എഴുതുക.

VIII. 1. രൂപം പുഴഞ്ചൻ രഘുവർമ്മാദരണമെ! ഞാനെല്ല.

2. പട്ടഹജാമാരു തണ്ടാർ വല്ലികൊമ്പത്തു തുക്കം,
പടികരമതിലേന്തിട്ടുണ്ടു പാഞ്ഞാൻ ഹിരീന്ദ്രൻ.

3. മരാമ കന്യാമിച ഭാനനംഗരാം.

4. ഗുരുവിനെ നീയെന്നൊരുമൊഴി ചൊന്നാൽ
ഗുരുവധം ചെയ്തുമലം വരുമെങ്കിലും.

മേൽ എഴുതിയ വരികളുടെ വൃത്തം ലക്ഷണങ്ങളെ കണ്ടിട്ടു എഴുതുക.

IX. 1. സ്ഥിതഃ പൃഥ്വിയാ ഇവ ഭാനഭണ്ഡഃ.

2. ഏകാധിദോഷാ ഗുണസന്നിവാതേ
നിമജ്ജതീദന്ദാ കിരണേണിവാങ്കഃ.

രണ്ടു പട്ടങ്ങളെ എങ്ങിനെ കമാരസംഭവത്തിൽ തങ്കിമ ചെയ്തിരിക്കുന്നു.

X. 1. വൃതിദരകം, വിദരാധാഭാസം, വിഹമം, അന്യോന്യഃലങ്കാരം, സന്ദർഭം; ഇവ വിവരിച്ചു ഇവയ്ക്കു ഒരോ ഉദാഹരണം കമരസംഭവത്തിൽ നീന്നു എഴുതുക. 2. ഗുണത്രയം, അഷ്ടമൂർത്തി, അക്ഷൈശ്വര്യം, വിപ്രകാശകർമ്മം. ഇവ എന്തെല്ലാം? 3. "ധീരൻ" എന്ന പേരിന് അർക്കൻ ആർ? ഉമ എന്നതിന്റെ അർത്ഥം എന്ത?

മഹത്തുക്കളുടെ ആശ്രിതവാത്സല്യത്തിന്നും സമുദയംഗത്വത്തിന്റെ വാക്യങ്ങളുടെ ഫലിതത്തിന്നും കമരസംഭവത്തിൽ കൊടുത്ത ഉദാഹരണങ്ങൾ എവ ? 4. ഹിമചാന്റെ കൊടുമുടികൾ മേഘമാഗ്ഗത്തെ അതിക്രമിക്കുന്നു എന്നു കാണിക്കുന്നതും മേന്മയിന്റെ സ്ഥിതി കാണിക്കുന്നതും ആയ ശ്ലോകങ്ങൾ കമരസംഭവത്തിൽ നിന്ന എടുത്ത എഴുതുക.

XI. 1. "ഇത്തരം പലപല വസ്തുക്കൾ ചേർന്നിട്ടുള്ള ഉത്സവനകങ്ങളെ മിത്രപുത്രൻ റൂനം" എന്നെല്ലാം ? 2. യോഗാഭാഷ്യം എന്നാൽ എന്ത ? ഇതിനെക്കുറിച്ചു ഭാരതകാലത്തുള്ള യോഗന്മാരുടെ അഭിപ്രായം എന്തായിരുന്നു. 3. "അഥ മുച്ഛത്താദാം വരിഷ്ഠം വന്നം" - ഇതിലെ സൂചന എന്ത ?

XII. 1. (a) ദാനവാരിയെ തന്റെ യുദ്ധിലും കരത്തിലും

ആനന്ദം വരുമാറു ചേർത്തു രക്ഷിക്കും കാലം.

(b) കാഷധി പതിമുഖദീപിതിസ്തിതഃ.

(c) ഗൌതമീഹൃദയനായികാദൃഷ്ടപുസ്തം.

(d) ഭഗവതഃ ശ്ലോകസ്മിൻ കലങ്കാതൻ.

(e) മേന്മ കൊണ്ടു ബന്ധം വെട്ടി കൂടാതിന്നും

സമത്വംകൊണ്ടു തന്നെ മേന്മയും വന്നീടുന്നു.

ഇവയുടെ അർത്ഥം പൂർണ്ണമായി എഴുതുക.

2. (a) കസുന്ദഫലമേവ പൂർണ്ണങ്ങളായ നില്പം.

(b) മോക്ഷധർമ്മം കേട്ടു പാഠനം യുധിഷ്ഠിരൻ.

(c) സിദ്ധമുഖായനെന്നുകയലിയിച്ചെന്ന.

(d) ഞാനെന്നു മൻവേദിനിയിന്നു മുഖമേന്മ

മാനം കളക നട്ടടയെന്നു വേദമേന്മ.

ഇവയിൽ കീഴ്ന്നയിട്ട പദങ്ങളുടെ വ്യാകരണ പ്രത്യയങ്ങൾ പറയുക.

XIII. മഹാഭാരത കാലത്തുള്ള ബ്രാഹ്മണരുടെയും ശൂദ്രരുടെയും നില എന്നായിരുന്നു. ദേഹം സാർവ്വ പൂർണ്ണമാക്കാൻ ശ്രമിച്ച കീരീയുടെ കഥയിൽ നിന്ന എന്തൊരു തത്വം അനുമാനിക്കാം.

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

MALAYALAM: TRANSLATION.

I. Translate into Malayalam: [See Hindustani Translation paper, page 226.]

II. Translate into English:—

1. പൂട്ടന്തൻ നേർ വാണിബാലെ സുമുഖി
വിമുഖിയാഞ്ഞു പോകുന്നിടാനീം
സ്വാമന്ത സന്താപമേററം തരുവതിനിഹതേ
വന്നൊൻ നിന്നിടുമ്പാൾ
ഞാനതേടാപം ഗ്രഹിച്ചാനവനിസുരഭിക്കാ
ലപ്രിയം ചൊന്നതല്ലാം
കാഞ്ഞൊരാഹന്തുകാപം കളികളയി തവാ
ഭീഷ്മമല്ലാം തരുമ്പൻ.
2. പൊധച്ചു പൂക്കുഴന്നീടിന രരി
യതിയാദയ്യണനേകം പുലമ്പി—
ട്ടാധിച്ചാധിക്കു തെല്ലം ശമനമതു
ഭവിക്കാഞ്ഞു നൈരാശ്യ മോടെ
തീയിൽ ചാടാനൊരുമ്പെട്ടുവതി
ലുദയാം ഭൂതചാക്കിൻ ബലത്താ—
ലാശിചാർത്തിക്കൊരന്തം ശശിമല
പകലിന്നെന്നുപാൽ കാത്തു ചാണാൾ.
3. തൊമ്പയ്ക്കുമാഴിമാർകടാക്ഷമധികംകാക്കിയിട്ടും മണ്ണി
മാൻപൈതങ്ങൾഭയത്തിനാലുടനടൻനോക്കുന്നനോട്ടങ്ങൾ
[മാൽ
ആമ്പൽ പൂക്കൾ നീറാഞ്ഞുപോലെ വിപ്ലവന തോന്നുന്നി
[തിൻ ഭംഗിയെ
തുമ്പിച്ചാത്ത കിരാതരൊട്ടറിയുമൊ ചാരത്തുവാണീടല്ലം.
4. ഇനി യുജ്ജ്വാലം കലിയുഗമത്രേ
മുനിജനങ്ങളും മറഞ്ഞുപോമല്ലോ
മഴയും പെയ്തയില്ലിനിചെണ്ടുനന്നരം
വഴിയെ ഭൂമിയും വിളകയില്ലല്ലോ
കൊടിയകാറ്റുണ്ടായി മരങ്ങളും വീഴും

പട്ടനിയും പിടിപെടും ഗൃഹംതാറും
 ചതിച്ചുകൊണ്ടും പൊളിപറയും
 വിധിച്ചുക്കണ്ടുപെട്ട ചെമ്പുതൂണും
 പിതൃകൃഷ്ണം വഴിയെ ചെമ്പുതൂണി—
 പ്രതികൂലിച്ചിടം ഗുരുജനന്തെയും.

5. പരമേശ്വരയും അറിയായും ഉള്ള ക്രൂരശാസന ഒരു രാജ്യം സംരക്ഷിക്കുന്ന ക്രമേണ ആപൽക്കരമായിത്തീരുന്നതെന്നു വായനക്കാർ പരക്കെ സമ്മതിക്കുമല്ലോ. സ്വാധീകാരം പ്രഭുക്കന്മാർ ആയ അരങ്ങുസീബ് ചക്രവർത്തിയുടെ കാലത്ത് ഹിന്ദുസ്ഥാനം മുഴുവൻ മൊഗൾ സാമ്രാജ്യത്തിന്റെ കീഴിലായിരുന്നു. എന്നാലും കിഴക്കെ വശത്തു പടിഞ്ഞാറെ വശത്തും സാലാഹിയിൽ മേജർമാരുടെ പട്ടണങ്ങൾ രക്ഷിക്കപ്പെടുന്നതായ ലക്ഷണപഥത്തിലെ ദൈതാനത്തിൽ, ധനുർവർഷത്തിൽ അതിനിപുണന്മാരായ ശത്രുക്കൾക്കു കൂടി അപരിചിതന്മാരായ ഒരു ജാതിക്കാർ ഉണ്ടായിരുന്നു. സ്വന്തം ഭൂമി തൽപരന്മാരായിരുന്ന ഇവർ മൊഗൾ തലസ്ഥാനത്തിൽ നിന്ന് ഏറെയും ദൂരസ്ഥന്മാരായിരുന്നതുകൊണ്ടു അരങ്ങുസീബ് ചക്രവർത്തിയുടെ ക്രൂരശാസനയ്ക്ക് വിധേയന്മാരായിരുന്നില്ലെന്നു മാത്രമല്ല പ്രതികൂലമായ കൂടി ആയിരുന്നു. നാലുപുറത്തും ശത്രുക്കൾക്കു എത്രക്കുറേ മൊഗൾപട്ടണത്തിന്റെ അധഃപതനാചന്ദ്രത്തിൽ ബുദ്ധിമാന്ദ്രം ശക്തിമാന്ദ്രം ആയ ഒരു നായകൻ ഉണ്ടായിരുന്നു വെങ്കിൾ രാജാക്കന്മാർ സാമ്രാജ്യത്തെയും ഉന്നമിയെയും വിജയം നേടുന്ന പ്രാപ്തിക്കായിരുന്നു; എന്നാൽ, അപ്രകാരം ഒരു നായകൻ ഏറെയും ആവശ്യമായിരുന്ന സമയത്തിൽ തന്നെ അപകടം ലഭിച്ചു. ആ നായകനായിരുന്നു ശിവാജി.

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

MALAYALAM: COMPOSITION.

[See Hindustani Composition paper, page 230.]

“ബഹുജന സമക്ഷം ചെയ്യുന്ന പ്രസംഗം ഇക്കാലം കുറഞ്ഞുവന്നിരിക്കുന്നതിന്നു ഏകകാരണമല്ലെങ്കിലും മുഖ്യകാരണം അല്പം നടപ്പായി വന്നതുകൊണ്ടു” എന്നതിനെക്കുറിച്ചു ഒരു ഉപന്യസം എഴുതുക.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. (କ) ଭଗବତ ଦଶମସ୍କନ୍ଧରେ ଶ୍ରୀକୃଷ୍ଣଙ୍କର କେଉଁ କେଉଁ ସ୍ଥାନର ଲିଳାବ୍ୟକ୍ତ ହୋଇଅଛି ?

(ଖ) ରତ୍ନ, ମାସ, ପକ୍ଷ, ତିଥି ଇତ୍ୟାଦି ସଙ୍କ୍ଷେପରେ ଲେଖି ଶ୍ରୀକୃଷ୍ଣ ଜନ୍ମର ସମୟ ନିର୍ଦ୍ଦେଶ କର ।

(ଗ) ଶ୍ରୀକୃଷ୍ଣ ଜନ୍ମ ହେଲାବେଳେ ବସୁଦେବ ତାହାଙ୍କର ଯେଉଁ ରୂପ ଦେଖିଲେ ତାହା ବର୍ଣ୍ଣନା କର ।

(ଘ) ପୁତନାର ଗୋପପୁର ପ୍ରବେଶ ଓ ପୁତନା ମୋକ୍ଷଣ ବର୍ଣ୍ଣନା କର ।

II. (କ) ଗୋପପୁରବାସିମାନେ ପୁତ୍ରସ୍ଥାନ ଶୁଦ୍ଧ ବୃନ୍ଦାବନକୁ କାହିଁକି ଗଲେ ?

(ଖ) ବୃନ୍ଦାବନକୁ ଗଲା ଉତ୍ତରେ ଶ୍ରୀକୃଷ୍ଣ କେଉଁ ଦୁଇ ଅସ୍ତ୍ରକୁ ବଧ କଲେ ?

(ଗ) ଧେନୁକାସୁର ବଧ ବର୍ଣ୍ଣନା କର ।

(ଘ) କାଳୀୟ ମର୍ଦ୍ଦନ ବା ମୋକ୍ଷଣ ବର୍ଣ୍ଣନା କର ।

III. (କ) ନନ୍ଦଙ୍କ ବନ୍ଦୀ ହେବା ବିବରଣ ଲେଖ ।

(ଖ) ଶଙ୍ଖଚୂଡ଼ର ପୁତ୍ରଜନ୍ମ ଓ ମୋକ୍ଷଣ ବୃତ୍ତାନ୍ତ ଲେଖ ।

(ଗ) କଂସସଂହାର ବର୍ଣ୍ଣନା କର ।

(ଘ) କଂସସଂହାର ହେଲା ଉତ୍ତରେ ଶ୍ରୀକୃଷ୍ଣ କାହାକୁ ରାଜପଦରେ ଅବିଷ୍କୃତ କଲେ ?

IV. (କ) ଚତୁର୍ଦ୍ଦଶଶତୀ ବେତାଳପଞ୍ଚବିଂଶତି କାହାଦ୍ୱାରା ବର ଚିତ ?

(ଖ) ନାନାବିଧ ରାଗବରାଣୀବିଶିଷ୍ଟ ଅନ୍ୟ ଏକ ବେତାଳ ପଞ୍ଚବିଂଶତିର ରଚୟିତା କିଏ ?

(ଗ) କନ୍ୟା ବନବାସକୁ ପଠାଇ ନରବର । ଝୁରୁ ଝୁରୁ ଶୋକେ ତ୍ୟାଗ କଲେ କଲେବର ।” କନ୍ୟାକୁ ବନବାସ ପଠାଇ ସ୍ୱବା ନୃପତିର ନାମ ଲେଖ ପୁଣି କିଏ ଦୋଷୀ ଅଟେ କହ ; ଦୋଷୀ ହେବାର କାରଣ କ’ଣ ?

(ଘ) “ଗଙ୍ଗାକୁ ଯେ ବର ଯାଇଥିଲା ଫେରି ତହିଁ ।

ମିଳନ୍ତେ ଦେଖିଲା କନ୍ୟା ଉଠିଲଣି ଖଇ ॥

ସେ କନ୍ୟା ନମନ୍ତେ କଳି କରେ ଘନି ବର ।

ବିଚାର ମୁକତି ଦିଅ ନୃପତି ଏଥର ॥”

କନ୍ୟା ଓ ବରମାନଙ୍କର ନାମୋଚ୍ଛେଦ କର ପୁଣି କନ୍ୟାର ବାସସ୍ଥାନ ପୁଣି ପିତାର ନାମ ଲେଖ । ଏ କନ୍ୟାକୁ କେଉଁ ବର ବିବାହ ହେବ ? କାରଣ ନିର୍ଦ୍ଦେଶ କର ।

V. (କ) ବରମାନ ନଗରାଧିପତି ଭୂପସେନ ଓ ବୀରବର ନାମକ ଅନ୍ୟ ଏକ ରାଜପୁତ ପୁଣି ବୀରବରର ଭାସିଆ ଓ କନ୍ୟା ସମସ୍ତେ ରାଜଲକ୍ଷ୍ମୀଙ୍କଠାରେ ମସ୍ତକ ଦେଲେ ; ଏମାନଙ୍କ ମଧ୍ୟସ୍ଥରା କିଏ ଅସ୍ତକ ସାହସୀ ? ଯୁକ୍ତି ପ୍ରଦର୍ଶନ କର ।

(ଖ) “ରାକ୍ଷସ ସଙ୍ଗରେ କଲ ଭୁମୁଳ ସମର ।

ଶାଶୁଧାର ଅସିରେ ଛେଦଲେ ତାର ଶିର ॥

ଅନନ୍ଦେ କନ୍ୟାକୁ ଦେନି ତହିଁ ବାହୁଡ଼ଲା ।

ହରବାସ ଗୃହେ ଯାଇ ଉପସ୍ଥିତ ହେଲା ॥

କନ୍ୟା ପାଇ ହୃଦୟ ଅନନ୍ତ ହୋଇ ।
ମନେ ଭଲେ କାହାକୁ ଏହାକୁ ଦେବି ମୁହିଁ ॥
ତନ ବର କହନ୍ତି ଯେ ମୁଁ ନେବି ମୁଁ ନେବି ।”
ଏ କନ୍ୟାକୁ କିଏ ପାଇବ ? କାହିଁକି ?

- (ଗ) “ମିତ୍ର - କବଳେ ଭର୍ତ୍ତା ଶିର ଯୋଡ଼ିଲ ।
ଭର୍ତ୍ତା - କବଳେ ମିତ୍ର - ଶିରକୁ ଦେଲ ଯେ ॥
ତତ୍ତ୍ୱେଣ ଉଠି ବେନି କଲେ କଲହ ।
ମୋର ଏ କନ୍ୟା ବୋଲି ପାଇଣ ମୋହ ଯେ ॥”
ଏ କନ୍ୟା କାହାର ହେବ ? କାରଣ କଥା ।

(ଘ) ତତ୍ତ୍ୱକେଣ ନରପତିର ଉପୁରସୁନ୍ଦରୀ ନାମ୍ନୀ କନ୍ୟା
ସିଲ । ସେ କନ୍ୟା ପିତାକୁ କହିଲ—“ଯାର ସ୍ୱପ୍ନ ରୂପ ବଳ
ଜ୍ଞାନ ଏ ଉତ୍ତମ । ସେହି ପୁରୁଷକୁ ମୋତେ କରବ ପ୍ରଦାନ ହେ ” ।
କଥା ବର୍ଣ୍ଣନା କରି ଶେଷ କର ।

VI. (କ) ଯେବେ ସ୍ୱପ୍ନର ପ୍ରମାଣ କରି ପାରୁ ବାଳକ
ତେବେ ଅଦେଶରେ ମୋହୋର ସେବକର ଭବାନି । ହୁଅ ତୁ
ମାନସେ କଲ୍ପ ପୂର୍ଣ୍ଣ କିଛି ନ ଘେନି ॥ ରାଜା ଓ ସେବକ
ମଧ୍ୟରେ ସତ୍ୟାସ୍ତ୍ର କିଏ ? ହେତୁ ନିର୍ଦ୍ଦେଶ କର ।

(ଖ) ତନ ରାଣୀର କଥା ବର୍ଣ୍ଣନା କରି ସେମାନଙ୍କ ମଧ୍ୟରେ
ଅସ୍ତ୍ର କୋମଳାକ୍ଷୀ କିଏ ଉଲ୍ଲେଖ କର ।

(ଗ) “ତା ଦେଖି ଗୃହସ୍ଥ ବ୍ୟକ୍ତି ହୋଇଣ କୁପିତ ।
ନିଜ ବ୍ରାହ୍ମଣୀକ କଲ ଘରୁ ନିଶ୍ଚାରିତ ॥ ଯାଅ ଯାଅ ମୋର ଘରୁ
ବ୍ରହ୍ମବିଦ୍ୟାପୀ ।”

ଏ ବ୍ରହ୍ମବିଦ୍ୟା ପାପ କାହାର ହେବ ? କାରଣ ଲେଖ ।

(ଘ) ଘଣ୍ଟାରବି ଓ ତନ୍ତ୍ରକେଳି ରାଗର ଉଦାହରଣ କଥା ।

VII. (କ) ନିଜା, ଗୁନି; ମିଷ୍ଟ, ମଧୁର; ଅପେକ୍ଷା, ଉପେକ୍ଷା ।
ବଧ, ହତ୍ୟା; ଏମାନଙ୍କର ପ୍ରଭେଦ ବୁଝାଅ ।

(ଖ) ଚାରିଗୋଟି ଯଗୁଣକ ଲେଖ ।

(ଗ) ଗୋଟିଏ ବାକ୍ୟ ଲେଖି ତହିଁର ତତ୍ତ୍ୱବ୍ୟାଖ୍ୟା ରୂପାନ୍ତର ସମ୍ପାଦନ କର ।

(ଘ) ଚାରିଗୋଟି ଶବ୍ଦ ଲେଖି ସେମାନଙ୍କର ବ୍ୟବହାର-ବୋଧକ ଶବ୍ଦମାନ ନିର୍ଦ୍ଦେଶ କର ।

VIII. (କ) ଭିନ୍ନ ଭିନ୍ନ ଉପସର୍ଗ ଯୋଗରେ ଧାତୁମାନଙ୍କର ଭିନ୍ନ ଭିନ୍ନ ଅର୍ଥ ହୁଏ, ବର୍ତ୍ତମାନ ଧାତୁ ଘେନି ପ୍ରତ୍ୟେକଟିର ଚାରୋଟି ଲେଖାଏ ଉଦାହରଣ ଦିଅ ।

(ଖ) ରସ କାହାକୁ ବୋଲି? ତାହା କେତେ ପ୍ରକାର? ଦୁଇ ଗୋଟି ରସର ଉଦାହରଣ ଦିଅ ।

(ଗ) ବାକ୍ୟରଚନାରେ ନିରର୍ଥକତା ଓ ନୁନତା ଦୋଷ କିପରି ହୁଏ? ଉଦାହରଣ ଦିଅ ।

(ଘ) ଦୁଇ ଗୋଟି ଶବ୍ଦାଳଙ୍କାର ଓ ଦୁଇ ଗୋଟି ଅର୍ଥାଳଙ୍କାରର ଉଦାହରଣ ଦିଅ ।

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

URIYA: TRANSLATION.

I. Translate into Uriya: [See Hindustani Translation paper, page 226.]

II. Translate into English:—

(1) ମହାମହୋତ୍ସବ ଜାତ ଯେ ।

ହୁଅନ୍ତି ମନ୍ତ୍ରର ଚେତ ।

ତହିଁରେ ସ୍ମୃତି ହୋଇଣ ସଚେତ ଇବରୁହେଲ ସେ
ମୃତ ଯେ ॥

ମନ୍ତ୍ରର କହିବା ଶୁଣ ଯେ ।
 କର୍ଣ୍ଣ ଦେଇ ନୃପ ଶୁଣ ।
 ଶିଖର ମୁତ ଶାସ୍ତ୍ରରେ ପଣ୍ଡିତ ହେବ ନହିବ ନୋ-
 ଧନ ଯେ ॥

ହେବ ପୁଣି କ୍ଷମାବନ୍ତ ଯେ ।
 ସନ୍ତୋଷୀ ଉଦ୍ୟମ ବତ ।
 ମହାସମ୍ଭବନ୍ତ ତ୍ୟାଗୀ ଲକ୍ଷ୍ମୀବନ୍ତ କିତେନ୍ଦ୍ର ସମ୍ଭବନ୍ତ
 ଯେ ॥

ହୋଇ ସବ ଶସ୍ତ୍ର ମତ ଯେ ।
 କାମାର୍ଥେ ନିଷ୍ଠୁରୁ ଅତି ।
 ଏବଂ ବିଧି ଜନ ବାଞ୍ଛ କର ପୁଣି ମନ୍ତ୍ରୀ କରବ ନୃପତି
 ହେ ॥

ଏ କଥା କହି ବେତାଳ ଯେ ।
 ବୋଲେ କହ ମହାପାଳ ।
 କି କାରଣେ ମୃତ ହେଲୁ ସେ ଅମାୟ କହ ବିଚାର
 ତତ୍ତ୍ୱ ଯେ ॥

ନୃପତି ବୋଲନ୍ତି ଶୁଣି ଯେ ।
 ଏସ କଥା ଶୁଣ ପୁଣି ।
 ଏହି କଥାମାନ ହୃଦରେ ଚିନ୍ତନ କଲୁ ସେ ଅମାତ୍ୟ
 ମଣି ଯେ ॥

ଦେବୀ ସମାସକ୍ର ଚେତ ଯେ ।
 ହୋଇବ ଏ ମହାଭତ ।
 ରାଜ୍ୟର ଚିନ୍ତନ ନକରବ ପୁଣି ପ୍ରଜାଏ ହେବେ ଅନାଥ
 ହେ ॥

ରାଜ୍ୟ ଲଭିବ କ୍ଷୟକୁ ଯେ ।
 ଜାଣେ ଏଥିରେ ଶାସ୍ତ୍ରକୁ ।
 ଅବଦ୍ୟା ପୁରୁଷ ଫୈଥୁନ ମାନସ ନରେ ଯାନ୍ତି ଶୌଚ-
 ତାକୁ ଯେ ॥

ନରାଧାର ପ୍ରଜାମାନେ ଯେ ।
 ଶୌଚ ହୁଅନ୍ତି ଭୁବନେ ।
 ଏକଶ୍ରୁକ ରାଜ୍ୟ ଶୌଚତାରେ ଯୋଜ୍ୟ ହୁଅଇ ପୁଣି
 ତେସନେ ॥

ଏହା ଚିନ୍ତା ମନ୍ତ୍ରବର ଯେ ।
 ପ୍ରାଣକୁ ଶୁଦ୍ଧିଲ ତାର ।
 ଏବାଣୀ ଶୁଣିଣ ବେତାଳ ଯାଇଣ ଲଗିଲ ସେ ଶାଣି-
 ତାଳ ଯେ ॥

ଶ୍ରୀ ମଧୁସୂଦନ ବୀର ଯେ ।
 ଭଣିଲେ ଏ ଭବେ ଗିର ।
 କଥା ଏକାଦଶ ହୋଇଲ ତେଲଜ ଶେଷ ଅସି କର
 ପୁନଃବାର ॥

(2) ପଞ୍ଚ ପ୍ରକାରେ କେଶ ଦାଢ଼ି ।
 କୋପେ କାଟିଲେ ତଳେ ପାଡ଼ି ॥
 ସଙ୍ଗେ ଯେ ଯଦୁବଳ ସ୍ଥଳେ ।
 ରୁକୁଣ ସୈନ୍ୟଙ୍କୁ ବେଢ଼ିଲେ ॥
 କ୍ଷଣକେ କଲେ ସବ ନାଶ ।
 ଅଳପ ରହେ ଅବଶେଷ ॥

ନଳିନୀ ବନେ ଗଜ ପଶି ।
 କ୍ଷଣକେ ଯାନ୍ତି ଯେତେ ଧ୍ବଂସି ॥
 ସୈନ୍ୟ ହୋଇଲେ ବଳ କ୍ଷୀଣ ।
 ବନନେ ପଡ଼ିଲୁ ବୁଦ୍ଧଣ ॥
 ରଥ ନିକଟେ ରାମ ଯାଇ ।
 ବୋଲନ୍ତି କୃଷ୍ଣମୁଖ ଚାହିଁ ।
 ବନନ ଫେଡ଼ାଇ ବହନ ।
 ଚାହିଁଲେ ବୁଦ୍ଧଣ ବଦନ ।
 ବିରୁପ ଦେଖି ତାର ଦେଖି ।
 ରାମ ବୋଲନ୍ତି କୃଷ୍ଣ ଚାହିଁ ॥
 ହେ କୃଷ୍ଣ କର ଦୁଷ୍ଟ ପଣ ।
 ଅସାଧୁ ବନ୍ଧୁର କଷଣ ।
 ଅସାଧୁ ବୁଦ୍ଧି ଏ ତୋହର ।
 ନିନା କରବେ ତନି ପୁର ।
 ବିରୁପ କଲୁ କେଣ ବେଶ ।
 ନାଶିଲୁ ସୁଦୃଢ଼ ବିଶ୍ବାସ ।
 ନ ଜାଣି କଲୁ ଏତେ କାର୍ଯ୍ୟ ।
 ମରଣୁ ବଳିଲୁ ଲଜ ॥
 ଏମନ୍ତ କହିଁ ବଳରାମ ।
 ଚାହିଁଲେ ବୁଦ୍ଧଣ ବଦନ ॥
 ବୋଲନ୍ତି ରେବତୀ - ରମଣ ।
 କୋମଳ ମଧୁର ବଚନ ॥
 ଜ୍ୟେଷ୍ଠ ଭ୍ରାତର ଦୁଃଖ ଦେଖି ।
 କଥାଇ ମନେ ହେଉ ଦୁଃଖୀ ॥

ଅମ୍ଭକୁ ଦୁଃଖ ଗୋ ନକର ।
 ଦଇବ ବଡ଼ ବଳିଆର ।
 କର୍ମେ ଯେ ଦୁଃଖ ସୁଖ ଦୁଇ ।
 ଦଇବ କୃତେ ଯେ ମିଳଇ ॥
 କୃଷ୍ଣକୁ ଚାହିଁ ହଳଧର ।
 କହନ୍ତି ସଂସାର ବେଢ଼ର ॥
 ବଳିର ଭୁଲେ ଦୋଷ ଯେବେ ।
 ବଳୁ କରଇ ଦୁଷ୍ଟ ଭବେ ॥
 ତାହାକୁ ନ କର ନିରାଶ ।
 ଆପଣା ଦୋଷେ ସେ ବିନାଶ ॥
 ତାହାର ଲଜେ ସେ ମରଇ ।
 ପୁଣି କହନ୍ତି କନ୍ୟା ଚାହିଁ ॥
 କ୍ଷତ୍ରିୟ ଧନୁର ଏ ଗତି ।
 ନିର୍ମାଣ କଲ ପ୍ରଜାପତି ।
 ଅତି ଦାରୁଣ ପଣ କଲେ ।
 ଭରକ ଭର ବଳେ ମାରେ ॥
 ପୁଣି ଗୋବିନ୍ଦ ମୁଖ ଚାହିଁ ।
 ବୋଲନ୍ତି ସ୍ଵଧନୁ ଦେଖାଇ ॥

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

URIYA : COMPOSITION.

[See Hindustani Composition paper, page 230.]

“ମୁଦ୍ରାଙ୍କନର ଅବସ୍ଥାର ଅଧୁନିକ ବାଗ୍ମିତା - ହ୍ରାସର
 ଏକମାତ୍ର କାରଣ ନ ହେଲେ କୃତ୍ତି ପ୍ରଧାନ କାରଣ ବୋଲିବ କୁ
 ହେବ ।”

ଏହି ବିଷୟରେ ଗୋଟିଏ ପ୍ରବନ୍ଧ ଲେଖ ।

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. Correct the mistakes, if any, in the following sentences:—

1. J'ai trouvé des fraises et j'en ai mangé. 2. Ma mère est absente
voici les nouvelles que j'en ai reçues. 3. Autant de parties il a joué
autant il en a perdues. 4. Les chansons que j'ai entendues chantées
étaient très-mélorieuses. 5. Les enfants que j'ai entendu chanter,
étaient fort jeunes. 6. Les difficultés que j'avais supposées que
vous rencontreriez, vous les avez évitées. 7. Il a dit toutes les bonnes
choses qu'il a voulues. 8. Le sang afflue à la tête il en peut
résulter une apoplexie. 9. Ce fleuve et son affluent font la richesse
du pays. 10. Un fabricant de verre résident à Paris est un des
plus riches résidents de la capitale. 11. On le voit toujours malgré
ses richesses fabricant le verre malgré la chaleur suffoquante qui lui
cause de violents maux de tête. 12. Il y a longtemps depuis que je
l'ai vu. 13. Je ne crains pas qu'il vienne mais je crains qu'il ne
meure en chemin. 14. Je ne nie pas que vous soyez appliqué. 15.
Nul n'est prophète en son pays. 16. Je ne mentirai de ma vie.
17. Je suis un orphelin, je ne connaissais ni père ni mère. 18. Avant
que la tempête finisse, bien des navires seront perdus. 19. Vous
aimez de bavarder, moi je désire à travailler. 20. Je suis plus
malheureux que vous l'êtes.

II. Translate into French the following:—1. I fear lest you
should not awake me to-morrow morning. 2. The Emperors of
Austria and Japan went to China and are now in Mexico. 3. I
would rather that a Zulu came from Africa and governed the
people uprightly. 4. Wherever it be I shall not say anything of it.
5. The mistakes which I supposed he would make. 6. Take care
lest he fall. 7. Since such is the case, I don't want any. 8. It
was not necessary that he should go. 9. It would be necessary that
he should come. 10. I did it that it might please you. 11. When
going to China take letter paper, I will not send you any there.
12. Should anybody call upon me, tell him I am busy. 13. What-
ever you may say, I will not believe you. 14. Would to God he
were here! 15. Though he were rewarded, he would not amend.
16. If you loved your king and would oblige him you would not
forsake his service at this moment.

III. Explain the allusions in the following passages:—

(a) Voilà le banc rustique où s'asseyait mon père.

La salle où résonnait sa voix mâle et sévère,
Quand les pasteurs assis sur leurs socs renversés,
Lui comptaient les sillons à chaque heure tracés,
Ou qu'encor palpitant des scènes de sa gloire,
De l'échafaud des rois il nous disait l'histoire,
Et plein du grand combat qu'il avait combattu,
En racontant sa vie enseignait la vertu.

(b) La fortune.... m'a osté le besoin de multiplier en
richesses, pour pourvoir à la multitude de mes héritiers. Pour
un, s'il n'a assez de ce de quoi l'ay eu si plantureusement assez, à

son dam; son imprudence ne méritera pas que je luy, en désire davantage. Et chascun, selon l'exemple de Phocion, pourveoid suffisamment à ses enfants, qui leur pourveoid, en tant qu'ils re luy sont dissemblables.

IV. Give the meaning of the following archaic words and expressions:—(1) Seramentevoir; (2) gagner; (3) cabdet; (4) ergotisme; (5) exercitation; (6) ire; (7) morfondement; (8) faineance; (9) quica, quilà; (10) la chienne cuisante.

V. Render the following into English:—(1) mettre son bonnet de travers; (2) jeter son bonnet par dessus le moulin; (3) avoir la tête près du bonnet; (4) chanter une ronde; (5) mettre à l'encan; (6) l'oreille au guet; (7) à bout de raisons; (8) à vrai dire; (9) En un ciel sombre ou pur qu'il se couche ou se lève, qu'importe le soleil? (10) Chaque mois qui revient, comme un pas des saisons.

Reverdier ou faner les bois ou les gazons.

VI. Write in modern French a summary of the story "Le lion d'Androdeus" as related by Montaigne.

WEDNESDAY, 10TH DECEMBER, 2 to 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English:—

(1) Il est pour la pensée une heure... une heure sainte,
Alors que, s'enfuyant de la céleste enceinte,
De l'absence du jour pour consoler les cieus,
Le crépuscule aux monts prolonge ses adieux.
On voit à l'horizon sa lueur incertaine,
Comme les bords flottants d'une robe qui traîne,
Balayer lentement le firmament obscur,
Où les astres ternis revivent dans l'azur.
Alors ces globes d'or, ces îles de lumière,
Que cherche par instinct la rêveuse paupière,
Jaillissent par milliers de l'ombre qui s'enfuit.
Comme une poudre d'or sur les pas de la nuit :
Et le souffle de soir, qui vole sur sa trace,
Les sème en tourbillons dans le brillant espace.
L'œil ébloui les cherche et les perd à la fois :
Les uns semblent planer sur les cimes des bois,
Tels qu'un céleste oiseau dont les rapides ailes,
Font jaillir en s'ouvrant, des gerbes d'étincelles.
D'autres en flots brillants s'étendent dans les airs,
Comme un rocher blanchi de l'écume des mers ;
Ceux-là, comme un coursier volant dans la carrière,
Déroulant à longs plis leur flottante crinière ;
Ceux-ci, sur l'horizon se penchant à demi,
Semblent des yeux ouverts sur le monde endormi ;
Tandis qu'aux bords du ciel de légères étoiles
Voguent dans cet azur comme de blanches voiles
Qui, revenant au port d'un rivage lointain,
Brillent sur l'Océan aux rayons du matin.

- (2) Prince, je t'envoie cette ode,
 Trafiquant mes vers à la mode
 Que le marchand baille son bien
 Troque pour troqu', toi qui es riche,
 Toi, roi des biens, ne sois point chiche
 De changer ton présent au mien.
 Ne te lasse point de donner,
 Et tu verras comme j'accorde
 L'honneur que je promets sonner,
 Quand un présent dore ma corde.
 Presque les los de tes aïeux
 Est pressé du temps envieux,
 Pour n'avoir eu l'expérience
 Des Muses ni de leur science ;
 Mais le rond d'un grand univers
 Est plein de la gloire éternelle
 Qui fait flamber ton père en elle,
 Pour avoir tant aimé les vers.
 Dieu veuille encor dessustoi
 Dompter l'Espagne affaiblie,
 Gravant bien avant ta loi
 Dans le grâs champ d'Italie.
 Advienne aussi que ton fils,
 Survivant ton jour préfix,
 Borne aux Indes sa victoire,
 Riche de gain et d'honneur,
 Et que je sois le sonneur
 De l'une et de l'autre gloire.

(3) J'ai vescu en trois sortes de conditions depuis estre sorti de l'enfance. Le premier temps, qui a duré prez de vingt annees, ie le passay, n'ayant aultres moyens que fortuits, et despendant de l'ordonnance et secours d'aultuy, sans estat certain et sans prescription. Ma despense se faisoit d'autant plus alaigrement et avecques moins de soing, qu'elle estoit toute en la temerité de la fortune. Je ne feus iamais mieulx. Il ne m'est oncques advenu de trouver la bourse de mes amis close ; m'estant enjoinct, au delà de toute aultre nécessité, la nécessité de ne faillir au terme que j'avois prins à m'acquitter, lequel ils m'ont mille fois allongé, voyant l'effort que ie me faisois pour leur satisfaire : en maniere que i'en rendois ma loyauté mesnagiere, et aulcunement piperesse. Je sens naturellement quelque volupté à payer : comme si ie deschargeois mes epaules d'un ennuyeux poids et de cette image de servitude : aussi qu'il y a quelque contentement qui me chatouille à faire une action inste et contenter aultruy.....

.....Ma seconde forme, c'est esté d'avoir de l'argents à quoy m'estant prins, i'en feis bientost des reserves notables, selonc ma condition ; n'estimant pas que ce feust avoir, sinon autant qu'on possede oultre sa despense ordinaire, ny qu'on se puisse fier du bien qui est encores en esperance de recepte, pour clairs qu'elle soit. Car quoy ! disois-je si i'estois surprins d'un tel ou tel accident ?

Et à la suite de ces vaines et vicieuses imaginations, j'allois faisant l'ingénieur à pourveoir, par cette superflue réserve, à tous inconvénients : et savois encore répondre, à celui qui m'alléguoit que le nombre des inconvénients estoit trop infini : Que si ce n'estoit à tous, c'estoit à aucuns et plusieurs.

(4) Le repas s'est prolongé ; la chère y étoit médiocrement succulente ; mais les épanchements du cœur l'ont rendue délicieuse. Jamais je n'avois mieux compris l'ineffable attrait de la famille. Quelle douceur dans ces joies toujours partagées, dans cette communauté d'intérêts qui confond les sensations, dans cette association d'existences qui de plusieurs êtres forme un seul être ! Qu'est-ce que l'homme sans ces affections du foyer qui, comme autant, de racines, le fixent solidement à la terre, et lui permettent d'aspirer tous les sucs de la vie, force, bonheur, tout ne vient-il pas de là ? Sans la famille où l'homme apprendrait-il à aimer, à s'associer, à se dévouer ? Société en petit, n'est-ce point elle qui nous enseigne à vivre dans la grande ? Telle est la sainteté du foyer, que, pour exprimer nos rapports avec Dieu, nous avons dû emprunter les mots inventés pour la famille.

Le lac de Brienz.

Un plat hémistiche de Voltaire a fait au Léman une réputation qu'aucun amant des beaux paysages ne saurait admettre après avoir parcouru la Suisse et l'Italie. Cet hémistiche, si répété des Genevois, qui se font de tout réputation et gloire, tout le monde le connaît : *Mon lac est le premier* ! Le seigneur de Ferney se trompe. Son lac n'est pas le premier, ni le second, ne le troisième. Ce qui fait le charme d'un lac, c'est le sauvage des escarpements de ses rivages, c'est le calme et le silence virginal de ses eaux, qui ne reflètent que les montagnes et les cieux, c'est la solitude de ses bords, chargés de vieux arbres, ou formés d'après rochers. Le lac de Genève, entouré de villes, sillonné de bateaux, n'est qu'un grand fleuve marchand. Combien je préfère, à son étendue pleine de mouvement, le dernier lac de la Suisse intérieure, fût-ce même ce pauvre petit lac noir, si mélancolique, si frais et si caché. Mais Voltaire ne sentait pas la nature, et aucun écrivain de son école et de son siècle ne l'a sentie, pas même Rousseau, malgré tout l'étalage de ses goûts compagnards et la fameuse histoire des pervenches. Ils n'aimaient ni les eaux, ni les montagnes, ni les buissons, l'odeur de l'herbe ne leur disait rien ; ils étoient faits pour admirer tout au plus les plates-bandes, les ifs taillés en pain de sucre, et les faunes de pierre ou de briques des jardins de leur temps. Ainsi défigurées, et géométrisées, les choses de la création devoient moins leur déplaire ; on y voyait plutôt la main de l'homme que l'œuvre de Dieu.

II. Translate into French :—

A budding naturalist.

Active and inquiring, he spent as much time as his mother would allow, in the fields ; an inveterate bird-nester, not, however, to destroy the eggs, but to feed the young birds and study their

habits. One day he found a nightingale's nest, and with immense delight, watched the fledgelings being fed by the parent bird. In time the young ones grew up and he was in hopes of seeing them fully fledged. But alas, a large cuckoo alighted on a neighbouring tree, the old nightingale was in the nest: the cuckoo, with wings outspread, pounced on the nest, so that none could escape, and killed and devoured the whole family, leaving no trace but the bones and the feathers. Little John, hidden behind a bush, was horrified and angry at this massacre: for he almost looked on the birds as his own. His curiosity as well as his indignation was thoroughly awakened and he watched to see what would ensue, as the bird descended to the ground. The murderous bird laid an egg and carried it up in its beak to the nest. But now another thief appeared on the scene: a cat, climbing warily and noiselessly up the tree, seized the cuckoo and despatched it in a few mouthfuls. The boy turned to go away, satisfied with this speedy nemesis, when a new spectacle detained him: a nightingale flew to the nest, and seeing an egg, settled down to hatch it. The next time John came, he saw a tiny but ferocious-looking young bird in the nest. He visited it every day: and after some time he captured and caged it, fearing, and rightly, too, lest in process of time the bird should devour its foster-parent.

SCIENCE DIVISION.

BRANCH I.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 12 NOON.

EUCLID AND GEOMETRICAL CONICS.

[Full marks will be awarded for answering about five-sixths of the paper.]

I. If a transversal cuts the sides of a triangle ABC in $A'B'C'$, prove that $BA' \cdot CB' \cdot AC' = CA' \cdot AB' \cdot BC'$. The incircle of a triangle ABC touches the sides at D, E, F , and EF is produced to meet BC produced at G . Prove that D and G divide BC harmonically.

II. Shew that the common section of two intersecting planes is a straight line and prove that the lines of intersection, two by two, of three planes are either all parallel or concurrent. $ABCD$ is a tetrahedron and E, F are the middle points of opposite edges AB, CD . Any plane through EF cuts AC and BD in G and H . Prove that $AG : GC :: BH : HD$.

III. In a parabola prove that $QV^2 = 4SP \cdot PV$. A chord QQ' meets the diameter through the point P in R so that $Q'R = 2QR$. The ordinates $QV, Q'V'$ are drawn to the diameter; prove that V is the middle point of PR and R the middle point of PV' .

IV. In an ellipse prove that the sum of the focal distances of a point is equal to the major axis. With any points S and H as centres equal circles are described; a line drawn through C , the middle point of SH , cuts the circles in Q and R on the same side of C ; SQ and HR intersect in P . Prove that for different positions of CQR the locus of P is an ellipse.

V. If the normal at the point P of a central conic meet the transverse axis in G and if N be the foot of the ordinate of P , show that $CG = e^2 CN$. From a point on the transverse axis as centre a circle is drawn to touch a central conic in two points. Prove that the ratio of the tangent drawn to this circle from any point on the conic to the distance of the point from the chord of contact of the circle and the conic is equal to the eccentricity.

VI. Show that any ellipse can be orthogonally projected into a circle, and explain, with an example, how this theorem may be used to derive properties of the ellipse from those of the circle. The line joining the centre O of a circle to an external point P meets the chord of contact of tangents from P at the point N , and any line PQR is drawn through P to meet the circle in Q and R and the chord of contact in L . Shew that NL , NP are the internal and external bisectors of the angle QNR , and deduce from this theorem the corresponding property of an ellipse.

VII. Prove that any oblique plane section of a cone is an ellipse, a parabola, or an hyperbola, and that its foci are the points of contact of the two inscribed spheres which touch the plane. If A be the vertex of the cone and B , C be the extremities of the major axis of an elliptic section, prove that the area of the section is proportional to $BC \cdot CA^{\frac{1}{2}} \cdot AB^{\frac{1}{2}}$, and that the volume cut off from the cone is proportional to $CA^{\frac{3}{2}} \cdot AB^{\frac{3}{2}}$.

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

ALGEBRA, THEORY OF EQUATIONS, AND PLANE
TRIGONOMETRY.

N.B.—Full marks will be awarded for answering about three-fourths of this paper.

I. Show that if $a_1, a_2, a_3, \dots, a_n$ be in arithmetical progression the sum of their products taken two at a time is

$$\frac{n(n-2)(3n-1)}{24(n-1)}(a_1^2 + a_n^2) + \frac{n(6n^2 - 10n + 8)}{24(n-1)}a_1 a_n.$$

II. Prove that if any number expressed in the scale of r and the sum of its digits be divided by $r-1$, the remainder is the same in both cases.

Prove that the number $1234 \dots r$ in the scale of $r+1$ is divisible by r if r be odd, but not if r be even.

III. Show how to determine the number of solutions in positive integers of the equation $ax + by = c$.

What is the greatest quantity that can be weighed in 12 ways and no more with 3 lb and 5 lb weights, the weights being placed in one scale only?

$$\text{IV. Solve (1) } 27 \frac{x^4 - 8x^2 + 1}{x^2} = 243 \frac{x^2 - 2x - 1}{x}$$

$$\begin{aligned} (2) \quad & x^2 + y^2 - z^2 + 2xy = 9 \\ & y^2 + z^2 - x^2 + 2yz = 27 \\ & z^2 + x^2 - y^2 + 2zx = 45. \end{aligned}$$

V. Prove the binomial theorem for an integral negative index assuming it to be true for a positive integral index.

Find the sum of n terms of the series

$$\frac{1}{3} + \frac{1}{3^2} + \frac{1}{2} + \frac{1}{3^3} + \frac{1.4}{3} + \frac{1}{3^4} + \frac{1.4.7}{4} + \dots$$

VI. Show that if a relation of the form $\alpha = \phi(\beta)$ exist between two roots of an equation $f(x) = 0$, the solution of the equation $f(x) = 0$ may be made to depend on another equation two dimensions lower.

One of the roots of the equation $64x^4 + 32x^3 + 84x^2 + 20x + 125 = 0$ is the square of another. Solve the equation.

VII. Prove that if two numbers a and b when substituted for x in $f(x)$ give results with contrary signs an odd number of real roots of $f(x) = 0$ lies between, and if they give results with the same sign, no real root or an even number of real roots lies between them.

Show that the roots of $36x^4 - 217x^3 + 34x + 35 = 0$ are all real and determine between what integers each root lies.

VIII. 1. If the expression $ax^3 + 3bx^2 + 3cx + d$ be expressed as the difference of two cubes in the form $\{\mu(ax + b + \nu)^3 - \nu(ax + b + \mu)^3\} \div (\mu - \nu)ax^3$, find the quadratic equation of which μ and ν are the roots.

2. If α, β, γ are the roots of the equation $ax^3 + 3bx^2 + 3cx + d = 0$ find the values of $\Sigma \alpha^2 \beta^2$ and $\Sigma \frac{\alpha}{\beta + \gamma}$.

IX. Explain Newton's method of divisors for the solution of an equation with integral roots.

Apply the method to find the integral roots of the equation $x^6 - x^5 - 38x^4 + 7x^3 - 259x^2 + 225x - 225 = 0$.

X. Obtain formulae for the radius of an escribed circle of a triangle and for the distances of its centre from the vertices of the triangle.

Shew that $r_1 \sin A + r_2 \sin B + r_3 \sin C = 2s \left(1 - \frac{r}{2R}\right)$. If tangents to the escribed circles be drawn parallel to the sides BC ,

CA, AB , meeting the sides produced in $B_1, C_1, C_2, A_2, A_3, B_3$, and if R_1, R_2, R_3 , be the radii of the circumcircles of the triangles AB_1C_1 ,

BC_2A_2, CA_3B_3 , show that $R_1 + R_2 + R_3 - R = \frac{4R^2}{r}$.

XI. State and prove DeMoivre's Theorem.

Find the sum of $x \cos \theta + x^2 \cos 2\theta + \dots + x^n \cos n\theta$.

XII. Prove that within certain limits

$$\tan^{-1}x = x - \frac{1}{3}x^3 + \frac{1}{5}x^5 - \dots$$

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ANALYTICAL CONICS.

[Full marks will be awarded for answering about five-sixths of the paper.]

I. Find the condition that $ax^2 + 2hxy + by^2 + 2gx + 2fy + c = 0$ may represent two straight lines. Prove that if the lines are equidistant from the origin, $f^2 - g^2 = c(b^2 - a^2)$.

II. Find the equation of the pair of straight lines joining the origin to the intersection of the line $y = mx + c$ and the parabola $y^2 = 4ax$, and find the condition that they may be at right angles to one another.

III. Find the conditions that the general equation of the second degree may represent a circle. Determine the ratios in which the line joining two given points is divided by the circle $x^2 + y^2 = a^2$. Hence or otherwise obtain the equation of the pair of tangents drawn from a given point to the circle.

IV. Determine the condition that two circles should cut each other orthogonally. Prove that the centre of the circle cutting three given circles orthogonally is their radical centre.

V. Find the equation of the normal to the parabola $y^2 = 4ax$ at the point $(at^2, 2at)$. Prove that three normals can be drawn from any point to a parabola, and that the sum of the ordinates of the feet of these normals is zero. If the normals at the extremities of a chord intersect on the curve, prove that the chord passes through a fixed point on the axis.

VI. Find the equation of the chord joining two given points on an ellipse, and deduce the equation of the tangent at any point. From a point $P, (h, k)$ on the ellipse $x^2/a^2 + y^2/b^2 = 1$, focal chords PQ, PR are drawn. Show that the equation of QR is

$$\frac{hx}{a^2} + \frac{ky}{b^2} \frac{1+e^2}{1-e^2} + 1 = 0.$$

VII. Find the equation of the hyperbola through the point $(a \cos \phi, b \sin \phi)$ confocal with the ellipse $x^2/a^2 + y^2/b^2 = 1$. Also find

the point the chord of contact of tangents from which to the above hyperbola is $\frac{x}{a} \cos \phi + \frac{y}{b} \sin \phi = 1$.

VIII. Find the condition that $y = mx$, $y = m'x$ may be conjugate diameters of the conic $ax^2 + 2hxy + by^2 = 1$. Prove that conjugate diameters of a hyperbola are conjugate diameters of the conjugate hyperbola.

IX. Determine the squares of the semi-axes of the conic $ax^2 + 2hxy + by^2 = 1$. Trace the conic $4x^2 - 24xy + 11y^2 + 20 = 0$.

X. From a point O a line inclined at an angle θ to the x -axis is drawn intersecting in P and Q a conic represented by the general equation of the second degree. Determine $OP \cdot OQ$ in terms of θ . If from the same point two lines at right angles to one another are drawn cutting the conic in P, P', Q, Q' , prove

that $\frac{1}{OP \cdot OP'} + \frac{1}{OQ \cdot OQ'}$ is constant.

MONDAY, 13TH DECEMBER, 2 TO 5 P.M.

DIFFERENTIAL CALCULUS.

[Full marks will be awarded for answering about four-fifths of the paper.]

I. Explain what is meant by different orders of small quantities. OA, OP are radii of a circle inclined to each other at a small angle θ ; PM is drawn perpendicular to OA and the tangent at A meets OP in T . Taking θ to be of the first order find the order of the quantities $AM, PT - AM, AT - PM$.

If c be the chord of any circular arc and c_1 that of half the arc, prove that the length of the arc is $\frac{1}{3}(8c_1 - c)$ nearly.

II. 1. If $(x^2 + y^2)^2 = ax(x^2 - 3y^2)$, find the limiting values of $\frac{dy}{dx}$ when $x = 0$.

2. If $y = A \log \sqrt{\frac{x^2 + x\sqrt{2} + 1}{x^2 - x\sqrt{2} + 1}} + B \tan^{-1} \frac{x\sqrt{2}}{x^2 - 1}$, determine A and B so that $\frac{dy}{dx} = \frac{1}{x^4 + 1}$.

3. If $9x^2 - 12xy + 4y^2 - 5x + 6y - 2 = 0$, prove that $\frac{d^2}{dx^2} \left\{ \left(\frac{d^2 y}{dx^2} \right)^{-\frac{2}{3}} \right\} = 0$.

III. Enunciate and prove Leibnitz's theorem. Obtain the n th differential coefficients of $\frac{x}{1+x^2}$, $\frac{(x-a)(x-b)}{(x-c)(x-d)}$, $e^{2x} \sin 3x \cos 4x$,

IV. State the conditions under which the formula

$$f(x+h) = f(x) + hf'(x) + \frac{h^2}{2} f''(x+\theta h)$$

holds, θ denoting a proper fraction, and prove it when they are satisfied.

If $\sin \{ \log(1+x) \} = a_1 x + a_2 \frac{x^2}{2!} + a_3 \frac{x^3}{3!} + \dots$, prove that $a_{n+2} + (2n+1)a_{n+1} + (n^2+1)a_n = 0$.

V. Investigate the equation to the first negative pedal of the curve $r = a^n \sin n\theta$.

Show that the fourth negative pedal of the cardioid $r = a(1 - \cos \theta)$ is a parabola.

VI. Write down the conditions that $f(a)$ may be a maximum value of $f(x)$.

If $ax^2 + by^2 = 1$, prove that $cx^3 + ey^3$ has a critical value $ce(a^3e^2 + b^3c^2)^{-\frac{1}{2}}$. Determine whether this is a maximum or a minimum when a, b, c, e are all positive.

A parabola is cut from a right circular cone of given height. For what position of the cutting plane is the area of the section greatest?

VII. Prove that in any plane curve

$$\frac{ds}{dx} = \sqrt{1 + \left(\frac{dy}{dx}\right)^2}; \quad \frac{1}{\rho} = \frac{d}{dx} \left(\frac{dy}{ds} \right).$$

If ρ be the radius of curvature of a parabola at a point whose distance measured along the arc is s then $3\rho \frac{d^2\rho}{ds^2} - \left(\frac{d\rho}{ds}\right)^2 = 9$.

VIII. Explain the general method of finding the asymptotes of a cartesian curve and verify that the perpendicular distance of a point on the curve from an asymptote diminishes without limit, as the point moves along the corresponding branch.

Show that a cubic curve with a double point cannot have parallel asymptotes.

Find the asymptotes of the curve $2x^2(x^2 - y^2)^2 - a^2(5x^4 + 2x^2y^2 + y^4) - 2a^2xy^2 + 4a^4x^2 + a^5(x+y) = 0$ and show that they all touch the same circle.

IX. Trace the curves $r = a(\sin 2\theta - \sin \theta)$; $x^5 + y^5 = 5ax^2y^2$.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

DYNAMICS.

[Full marks will be awarded for answering about three-fourths of the paper.]

I. Explain the terms *acceleration*, *force*, *work*, *kinetic energy*; and prove that in any displacement of a particle acted on by a system of forces, whether constant or variable, the increase of kinetic

energy is equal to the work done by the forces. Equal particles $P_1, P_2, \dots P_n$ are attached at intervals to a light inextensible string, to the end of which nearest to P_1 a mass M is attached. The particles are placed in a line on a smooth horizontal table so that there is a length l of slack string between each adjacent pair, and the portion of the string between P_1 and M is passed over a light smooth pulley fixed at the edge of the table in a line with the particles. Supposing the initial distance of P_1 from the pulley is greater than $(n-1)l$, prove that if M is allowed to fall from rest, and if after it has fallen a distance l the portion of the string between it and P_1 becomes tight, v_n , the speed with which P_n will begin to move, is given by the equation $(M+nm)^2 v_n^2 = nMgl \{ 2M + (n-1)m \}$, where m is the mass of each of the particles $P_1, P_2, \dots P_n$.

II. A particle is projected in a vertical plane with a given velocity and at a given elevation. Show how to find the range on an inclined plane through the point of projection. Two particles projected from a point P with equal velocities and in the same vertical plane pass through a point Q . If t be the difference of their times of passing from P to Q , T the difference of their times of flight on an inclined plane through P which is intersected in a line of greatest slope by the plane of projection, prove that $T/t = 1 - \sin(\alpha - i)$ sec i , where α is the inclination of PQ to the horizon and i that of the inclined plane.

III. A particle P is describing a circle of radius r with uniform speed v . Show how to find the position and the acceleration of M , the projection of P on a fixed diameter of the circle, at any given instant. At a given instant a particle begins to slide from rest at a cusp down a smooth cycloid whose axis is vertical and vertex downwards, and after a time t another particle Q begins to slide down from rest at the same point. If M and N are the projections of P and Q on the axis of the cycloid, prove that the maximum value

of MN is $D \sin \frac{\pi t}{2T}$ where D is the diameter of the generating circle of the cycloid, and T the time of falling from the cusp to the vertex.

IV. Show that the moment of inertia of a material system about any axis exceeds the moment of inertia of the system about a parallel axis through the centre of inertia by the moment of inertia about the first axis of the whole mass supposed condensed at the centre of inertia. A uniform lamina in the form of a square the length of each side of which is a foot, is suspended from an angular point and vibrates as a pendulum about an axis through the point perpendicular to its plane. Show that it will make approximately $55\frac{1}{2}$ complete vibrations per minute.

V. State and prove the parallelogram of forces; and prove that if three coplanar forces acting at a point are in equilibrium, the sum of the moments of any two of them about any point in the line of action of the third is zero. Five uniform rods AB, BC, CD, DE, EF , of equal lengths l , and of the same material and thickness, are jointed together at their extremities, and the joints B and E are

connected by a rod of the same material and thickness, but of length $2l$. The system rests suspended in a vertical plane with the ends A and F of the rods AB and EF attached by smooth joints to two points A and F in the same horizontal line at a distance l apart. Find the stresses in the rods CD and BE , and the magnitudes and directions of the reactions at the joints B and C on the rod BC .

VI. Show that any system of coplanar forces may be reduced to a single force and a couple, and that the system will be in equilibrium if the sum of the moments of the forces about each of three non-collinear points in their plane vanishes. Find the condition that the resultant of forces P, Q, R acting at the orthocentre of a triangle ABC in directions perpendicular to BC, CA, AB respectively, should pass through the circumcentre of the triangle; and prove that if the system is equivalent to forces P, Q, R acting at the circumcentre towards A, B, C respectively,

$$\frac{P}{\cos \frac{A}{2} \sec \frac{B}{2}} + \frac{Q}{\cos \frac{B}{2} \sec \frac{A}{2}} + \frac{R}{\cos \frac{C}{2} \sec \frac{A}{2}} = 0$$

VII. Show how to find the centre of inertia of the curved surface of a hemisphere. A thin rigid hemispherical bowl whose weight is w , is supported with its inner surface resting on a rough sphere of half its radius, the centre of the sphere and the bowl being in a vertical line. If a light scalepan be attached to a point in the rim and weights be placed in it till the bowl begins to slip, prove that the total weight in the scalepan when slipping takes place, is

$$\frac{w}{2} \left(2 \sin e - \sin e' \right) / \left(\cos e' - \sin e \right), \text{ where } e \text{ is the angle of friction;}$$

and show that if e exceeds a certain angle the bowl cannot slip however large the weight in the scalepan.

VIII. Explain the construction and use of the common steelyard. The fulcrum of a steelyard is slightly displaced from its true position so that quantities of a substance whose true weights are W_1 and W_2 appear to weigh $W_1 + w_1$ and $W_2 + w_2$ respectively.

Prove that the amount of the displacement is $\frac{w_1 - w_2}{W_1 - W_2} d$, where d is the distance of the true position of the fulcrum from the point of suspension of the scalepan.

IX. Describe what takes place in the collision of two elastic bodies, and find an expression for the loss of kinetic energy due to direct impact. Three balls A, B, C , of the same material, and of masses m_1, m_2, m_3 respectively, are placed in a line on a smooth horizontal table. If A is made to impinge on B with a given speed v , and B after impact impinges on C , prove that the momentum communicated to C is the same as would have been communicated to A if C had first been made to impinge on B with speed v . Prove also that if $m_1 m_3 (1 + e + e^2) > em_2 (m_1 + m_2 + m_3)$, where e is the coefficient of restitution, there will be a second impact between A and B .

WEDNESDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

HYDROSTATICS, PNEUMATICS, AND OPTICS.

[Full marks will be awarded for answering about three-fourths of the paper.]

I. Define specific gravity, and show how to find the specific gravity of a mixture of liquids whose weights and specific gravities are known. To one ounce of alcohol are added n ounces of water; then n pints of water are added to one pint of alcohol. If equal weights of the two mixtures are mixed, it is found that the specific gravity of the third mixture is a harmonic mean to those of water and alcohol. Show that the specific gravity of alcohol is n^2 .

II. Establish a formula for determining the resultant thrust on a plane surface exposed to liquid pressure. A triangle whose altitude is $2h$ is immersed in two liquids, the depth of the upper being h , with its base in the surface of the upper liquid. It is then turned so that its vertex is in the surface of the upper liquid and its base horizontal. Prove that, if the thrust in the latter position is three times as great as in the former, the lower liquid must be five times as dense as the upper.

III. Investigate the conditions of equilibrium of a solid which is partly immersed in a liquid and has one point fixed. An edge of a cube is fixed in the surface of a liquid and $\frac{1}{n}$ of the body remains above the surface. Show that the density of the liquid : that of the cube = $3n^2(n+2) : 3n^3 + 2n^2 - 8$.

IV. Show how to graduate a common hydrometer. A common hydrometer consists of a glass bulb and stem, there being a vacuum within the bulb. One n^{th} of the mass of the instrument is chipped off the bulb, and when the instrument is placed in a certain liquid the specific gravity indicated is s . Show that if the piece had been chipped off the top of the stem, the specific gravity indicated would

be $\frac{n\sigma s}{n\sigma - s}$, where σ is the specific gravity of the glass.

V. Enunciate the laws of Boyle and Charles, and deduce a formula connecting the pressure, density, and absolute temperature of a gas. Two equal thin heavy hollow hemispheres have their lowest points united by a hinge, and enclose air at atmospheric pressure. When the hinge is supported and the centre of the sphere is sunk to a depth d below the surface of water, the pressure just keeps them from separating. Prove that if the centre is sunk to a depth nd the hemispheres will be on the point of separating when

the temperature is increased by $\frac{(n-1)dT}{h}$, where T is the absolute temperature of the air and h is the height of the water barometer.

VI. Explain how the difference of altitude of two stations may be determined by barometric observations. The barometer readings at two stations are 29.731 and 29.534 inches. Find in feet the difference of their altitudes taking the height of the homogeneous atmosphere to be 5 miles. $\log_e 29.731 = 8.39219$, $\log_e 29.534 = 8.38554$.

VII. Find the relation between the distances of two conjugate foci from the centre of a spherical refracting surface. A luminous point is midway between the centres of two refracting spherical surfaces, one convex and the other concave towards the point. The radius of each is r and the distance between their centres $2d$. Prove that the distance between the images formed by the two surfaces is
$$\frac{2(\mu-1)\{(\mu-1)d^2 - \mu r^2\}}{(\mu-1)^2 d^2 - \mu^2 r^2} d.$$

VIII. Investigate the number of images of a point formed by two mirrors whose planes intersect. A luminous point is situated between two plane mirrors, which include an angle of 41° . Find the total number of images formed.

IX. Prove that if the path of a ray through a prism is symmetrical its deviation is a minimum. The minimum deviation through a prism whose angle is i is also i . Show that the greatest possible deviation for a ray in a principal plane is

$$\frac{\pi}{2} - i + \sin^{-1} \left\{ \sin i \sqrt{1 + 2 \cos i - \cos i} \right\}.$$

X. Describe the astronomical telescope, define its magnifying power and show that this is approximately measured by the ratio of the focal lengths of its lenses. The focal length of the object glass of an astronomical telescope is F and that of each lens of its Ramsden's eyepiece f . It is used to observe an object distant nF from the object glass. If the length of the telescope cannot be neglected in comparison with nF show that the magnifying power is
$$\frac{12n^2 F + 11(n-1)f}{9(n-1)^2 f}.$$

XI. Give an explanation of the formation of the rainbow.

WEDNESDAY, 17TH DECEMBER, 2 TO 5 P.M.

SPHERICAL TRIGONOMETRY AND ASTRONOMY.

I. Prove that in the spherical triangle ABC

$$(1) \cos c = \cos a \cos b + \sin a \sin b \cos C.$$

$$(2) \cot a \sin b = \cot A \sin C + \cos C \cos b.$$

Show that if δ be the length of the arc joining the middle points of the sides of the co-lunar triangle BCA' , then

$$4 \sin \frac{b}{2} \sin \frac{c}{2} \cos \delta = 1 + \cos a - \cos b - \cos c.$$

II. 1. Obtain the formula $\frac{\sin \frac{1}{2}(A+B)}{\cos \frac{1}{2}C} = \frac{\cos \frac{1}{2}(a-b)}{\cos \frac{1}{2}c}$.

Prove the identity

$$\sin a \sin b + \cos a \cos b \cos C = \sin A \sin B - \cos A \cos B \cos c.$$

2. If $a+b+c=\pi$, prove

$\operatorname{cosec}(A-E) + \operatorname{cosec}(B-E) + \operatorname{cosec}(C-E) = \operatorname{cosec} E$, where $2E$ is the spherical excess.

III. Obtain an expression for the circumradius of the spherical triangle (1) in terms of the angles, (2) in terms of the sides. If $C=A+B$, show that $\cot R_c = \sqrt{-\cos A \cos B \cos C}$, and that the area of the co-lunar triangle referred to is $\frac{1}{2}$ of the surface of the sphere.

IV. Define "circumpolar stars." Show how to find the latitude by observation of two meridian altitudes of a circumpolar star. What corrections have to be applied to the observed altitudes? If α, α' are the altitudes of a circumpolar star at two instants separated by an interval of 12 sidereal hours, show that the latitude of the place of observation is $\sin^{-1} \frac{\sin \alpha + \sin \alpha'}{2 \sin \delta}$, δ being the declination of the star.

V. Explain how the change of Right Ascension of the sun is accounted for by the orbital motion of the earth. Show how to determine roughly the sun's Right Ascension on any particular day of the year. Represent in a diagram the position of the ecliptic, the sun and the star α Lyrae (Vega) as seen by an observer at Madras on the 9th of December at 2 P.M., the following data being given:—

| | |
|----------------------|---------------|
| Latitude of Madras | 13° N. |
| Star's Rt. Ascension | 18 hrs. 33 m. |
| Star's Declination | 38° 41' N. |

VI. Define the equation of time and explain with the aid of diagrams how it arises. The maximum values of the equation of time due to the obliquity of the ecliptic and the eccentricity of the earth's orbit being 10^m and 7^m respectively, find how many times a year the equation of time would vanish if the maxima were interchanged. If the sun rose on the 7th of November at 7 hrs. 11 m. 4 s., what was the time of sunset, the equation of time on that day being 16 m. 12 sec?

VII. Define parallax and obtain the formula $p = \Pi \sin z$ for determining the parallax of a heavenly body. What is the combined effect of refraction and parallax on the rising and setting of the Moon?

VIII. Calculate the Moon's sidereal Period, assuming the synodic Period to be 29.53 days. How is the latter Period determined accurately?

IX. 1. Explain with diagrams the change phase of (a) an inferior planet, (b) a superior planet, during a synodic revolution.

2. In connexion with the satellites of Jupiter we can observe the following: (a) transits of their shadows over his disc, (b) eclipses, (c) occultations, (d) transits. Explain these phenomena by means of a diagram. What is the difference between (a) and (d)?

X. Explain what is meant by the solar and lunar ecliptic limits? Show that there cannot be more than 3 lunar eclipses in one year. How do the appearances presented by the Moon during its successive phases from opposition to conjunction differ from those presented by it during the progress of a lunar eclipse from first contact to totality?

BRANCH II-A.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSICS.

[Not more than three questions in A, three in B. and two in C. are to be attempted.]

A.

I. 1. Give instances of the distinction between the terms *massive* and *heavy*. How would you prove that mass and weight are proportional? 2. What is meant by the *mean density* of a body? Explain the method of determining the mean density of the Sun. What inference can you draw as to the interior constitution of the Sun from an approximate determination of its mean density. 3. Compare the mean densities of Jupiter and Saturn, their diameters being as 13 : 11 and their masses as 7 : 2.

II. 1. Define *elasticity*, and show how to distinguish by its aid *solids* from *fluids*. 2. What is the distinction between *gases* and *vapours*? 3. State *Boyle's law*. Explain what is meant by the *compressibility* of a gas at constant temperature, and show that it varies inversely as the pressure.

III. 1. Explain generally the mode of propagation of a long wave in a canal. Does the speed depend on the density of the liquid? Give reasons. 2. Explain the action of oil in destroying waves. 3. Is a small or a large boiler of the same boiler plate more likely to burst with a given pressure of steam, and why?

IV. 1. In what respects may two musical notes differ, and what are the physical causes of these differences? 2. Explain why the velocity of sound in air depends on the height of the thermometer, but not on that of the barometer. 3. The velocity of sound in air at 0°C is 1090 ft. per second. Find approximately the temperature when the velocity of sound in air is 1140 ft. per second. (The expansion of air is $\frac{1}{273}$ per degree centigrade).

B.

V. 1. State how *temperature* is commonly measured, and how it is measured absolutely. 2. What is meant by the *specific heat* of a substance? How may it be determined in the case of alcohol? 3. Explain the process by which water can be made to boil without

the application of heat, and why this process, if sufficiently protracted, ends in the freezing of the water.

VI. 1. Define the *thermal conductivity* of a solid body, and describe one mode of determining it by experiment. 2. The thermal conductivity of iron is about 0.0133 (the units being the foot, the minute, and the degree centigrade). Find how much heat per hour is lost by a boiler of $\frac{1}{2}$ inch plate whose surface is 10 square yards and which contains water at 110°C , the external surface of the boiler being kept at 100°C . 3. Describe an experiment to prove the equality of the radiating and absorbing powers of a body for any definite kind of radiation, and illustrate it by analogies from other branches of physics.

VII. 1. Distinguish between the *intrinsic brightness* and *illuminating power* of a luminous surface. 2. Describe one of the methods of photometry. 3. Explain why blue and yellow pigments mixed give *green*, while a disc painted with alternate segments of the same blue and yellow appears of a *purplish colour* when it is made to rotate rapidly.

VIII. 1. Describe the various parts of the *spectroscope* and explain their uses. Explain how it enables us to tell whether or not a star is approaching the Earth. 2. Give a general sketch of the mode in which the primary rainbow is produced, pointing out specially why it is red on its outer border. 3. Explain the source of the colours of a soap bubble.

C.

IX. 1. State what is meant by the *potential* of an electrified condenser, and give analogous terms in other branches of physics. 2. Two spherical conductors, whose radii are one and two feet, remote from other conductors and from one another, are charged with one and three units of electricity, respectively. What will be the ratio of their potentials and of the energy of the charge? If they be now connected by a fine long wire, how will the distribution of electricity be altered? 3. If water be allowed to drop from an insulated metallic vessel, the vessel usually becomes electrified. What are the sources (i.) of the electricity, (ii.) of the energy of the charge?

X. 1. What do you understand by the *electric resistance* of a conductor? On what does the electrical resistance of a wire depend? 2. A current has to be sent from a battery of 12 cells through a wire whose resistance is equal to the internal resistance of one cell. Compare the currents produced (i.) when the cells are arranged in *series*, the copper pole of each being connected with the zinc pole of the next; (ii.) when they are arranged in 3 series of 4 cells each, the copper poles of each series being connected together and the zinc poles also similarly connected. 2. What is the difference between an arc electric light and an incandescent electric light?

XI. 1. How may the total intensity of the Earth's magnetic field in any one place be compared with that in any other? 2. State the fundamental phenomenon of diamagnetism and one mode of

accounting for it. 3. If a copper top be made to spin in a powerful magnetic field, what will happen, and why?

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.
INORGANIC CHEMISTRY.

I. Give a general description of the methods for determining atomic weights. Which of these methods have been applied in fixing the atomic weight of aluminium?

II. What is meant by the chemical equivalent of an element, and how may it be determined? Explain how the chemical equivalent may help in the determination of the atomic weight, but why this alone cannot definitely decide what the atomic weight is.

III. Distinguish between empirical, molecular, and constitutional formulæ, giving examples. Explain briefly how these formulæ are determined.

4 gms. of a substance yield on analysis 0.035 gm. of H, 1.103 gms. of S, 1.655 gms. of O, and 1.207 gms. of Cl. Determine its empirical formula, and identifying the substance write its graphic formula, giving your reasons for the same.

[H : O : S : Cl :: 1 : 16 : 32 : 35.5].

IV. State the laws of Henry and Dalton relating to the absorption of gases by water. Mention instances in which the law is not rigorously satisfied.

The coefficients of absorption of nitrogen and of oxygen at 0°C and 760 mm. are, respectively, 0.02 and 0.04. Calculate the proportion in which these gases will be dissolved by water exposed to the atmosphere.

V. Describe the manufacture of coal gas, and name and classify its constituents.

VI. What are the conditions which affect the luminosity of flames, and how may these conditions be experimentally verified?

VII. Describe the preparation and properties of hydrogen dioxide. Compare its properties with those of ozone and of chlorine, respectively. How can the presence of small quantities of this compound in water be detected?

VIII. How is bleaching powder manufactured? What is its composition? How may oxygen be obtained from it? What is the action of chlorine on the following substances in aqueous solutions:—arsenious acid, ammonia, hydrogen sulphide, stannous chloride, sodium sulphite, and potassium iodide?

IX. Describe the preparation of ordinary phosphorus from bone ash, giving equations for all the interactions.

X. Give an account of the elements belonging to one of the following groups, bringing out clearly the gradation of properties exhibited by the elements and their compounds:—(1) the halogens, (2) the nitrogen group, (3) the alkali metals.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

MIXED MATHEMATICS.

I. Prove that if three forces are in equilibrium their lines of action must be coplanar and concurrent or parallel. Two smooth spheres each of radius r and weight W lie in contact in a smooth spherical bowl of radius R . Show that the pressure between the spheres is $Wr/\sqrt{R(R-2r)}$.

II. Enunciate and prove the "polygon of forces". Forces P, Q, R, S act along the sides AB, CB, CD, AD , respectively, of a quadrilateral $ABCD$. If the forces are in equilibrium, show that $P/AB : Q/CB :: S/AD : R/CD$.

III. Find the centre of gravity of a uniform pyramid on a triangular base and deduce that of a uniform cone. A solid figure consists of a cone and a hemisphere on the same base. Show that if the height of the cone is less than $\sqrt{3}$ times the radius of the hemisphere, the figure will always come to rest with the axis of the cone vertical. [The centre of gravity of a solid hemisphere is at a distance $\frac{3}{8}$ of the radius from the plane face.]

IV. Show how to graduate the Roman (common) steelyard. ABC is a Roman steelyard; A is the point at which the weights are hung and C is the fulcrum. A weight W at A is balanced by P at B . A layer of dust on the beam is removed and it is then found that P at B balances W at A . Assuming the centre of gravity of the dust to be half way between A and B , find an expression for the weight of the dust removed.

V. 1. Prove the theorem known as the "parallelogram of accelerations." 2. Explain what is meant by relative velocity. Two points move simultaneously from points A and B which are a feet apart, one from A towards B with a velocity v and the other at right angles to this with velocity u . Show that the two moving points will be nearest together after a time $av/(u^2 - v^2)$ seconds, and that the distance between them at that instant is $au/\sqrt{u^2 - v^2}$ feet.

VI. Prove the formula $s = ut - \frac{1}{2}gt^2$. A stone is thrown vertically upwards from the top of a tower with a velocity of 48 feet per second, and at the same instant another stone is thrown vertically downwards with the same velocity. How many seconds longer will the first stone take to reach the ground than the second? ($g = 32$).

VII. Find the time of quickest descent from any point to a curve AB in its own plane. A straight line is inclined at an angle of 90° to the vertical and is distant 4 feet from a point P ; find the time of quickest descent from P to the line.

VIII. Describe Atwood's machine, and explain how it may be used to determine the acceleration due to gravity. Masses M and $M+m$ are attached to the ends of the string of an Atwood's machine, and another mass $2m$ is so placed in the path of M that it is picked up by M when M is ascending and left behind at the same point when M is descending. Show that if u is the velocity of M just before

the first impact, the system will finally come to rest at a time $\frac{4u(M+m)(2M+m)}{m^2g}$ secs. after the first impact.

IX. Explain what is meant by the terms momentum, potential energy, kinetic energy. Calculate the momentum and the energy (1) of a bullet weighing 5 grammes moving at the rate of 400 metres a second, (2) of a mass of 1000 kilogr. moving at the rate of 20 cm. per second. Find the forces required to stop each in $1/10$ second, and the work which each body would do while being stopped.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSICS.

[Not more than three questions in A, two in B, and four in C are to be attempted.]

A.

I. Explain what is meant by the dimensions of a physical quantity. Find the dimensions of *velocity*, *density*, *force*, *power*. Express the poundal in terms of the yard, the ounce, and the hour as the fundamental units.

II. Describe the reversible pendulum and explain how it is used to find the value of g . A spring balance, which is graduated at London where $g = 32.19$, is used at Singapore where $g = 32.09$. Find the true weight of a body which appears to weigh 10 oz.

III. Explain the terms *stress*, *strain*, *shear*, *rigidity*, *Young's modulus*. Calculate Young's modulus for a steel wire from the following data:—length of wire = 550 cm., diameter of wire = 0.07 cm., elongation produced by a weight of 12.8 kilo = 0.8 cm. Take $\pi = \frac{22}{7}$.

IV. Describe how the surface tension of a liquid may be shown and explain how it can be measured.

B.

V. Explain why Newton's formula does not give the true value for the velocity of sound in air, and show how it was corrected by Laplace.

VI. Describe any method of determining the pitch of a note. Investigate the change in the pitch of a note produced by the relative motion of the observer and the sounding body.

VII. Describe how the air vibrates in an organ pipe, and explain how this may be experimentally investigated. Account for the difference in the overtones produced by stopped and open pipes.

C.

VIII. Explain what is meant by the aberration of light. How has this method been used to determine the velocity of light?

IX. Obtain a formula for the focal length of a lens in terms of the distances of the object and image. The image of an object

magnified five times is to be thrown on a screen at a distance of fifteen feet. Find the focal length of the lens required, and show where it must be placed.

X. Explain what is meant by the irrationality of dispersion. Show how lenses may be combined to give achromatism in the eyepiece of telescope.

XI. Explain how the wave length of a ray of light may be determined.

XII. Explain the formation of rings and crosses by means of polarised light.

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

PHYSICS.

[Not more than three questions in A, B, and C are to be attempted.]

A.

I. What is temperature; how is its nature explained by the dynamical theory of heat? Describe an apparatus by means of which high temperatures may be measured, and fully explain its action.

II. Describe the two methods which are adopted in measuring the coefficient of dilatation of gases. How and why do the results obtained by means of these two methods differ from each other in the case of any gas?

III. What is the critical temperature of a gas? How has the continuity of the liquid and the gaseous states of matter been proved? Why is there a maximum pressure for vapours corresponding to any given temperature?

IV. How has the specific heat of a gas at constant volume been directly measured? How are the two specific heats of a gas related to its two elasticities?

V. What is a reversible engine? Describe the operations of Carnot's reversible engine, and show how, by their means, the value of the absolute zero of temperature may be ascertained.

B.

VI. Summarise the evidence in favour of the view that magnetism is a molecular phenomenon, and explain clearly what is conceived to be the nature of this phenomenon.

VII. Name the three elements of terrestrial magnetism, and show how they are related to each other. Explain how their value may be experimentally determined in any particular place.

VIII. Distinguish between magnetic susceptibility and magnetic permeability, and show how they are related to each other.

IX. Derive the units intended for measuring (1) the moment of a magnet, (2) the strength of a magnetic field of force, and (3) the intensity of magnetisation of a magnet. Give the dimensions of these units, and explain how they are related to one another.

C.

X. What part does the dielectric medium play in the phenomenon of electric induction, and how does this phenomenon affect the medium itself? Refer to the results of experiments in answering this question.

XI. Describe the Voss or the Wimshurst electric machine, and explain its action fully. How does it differ from the Holtz machine in respect of its action?

XII. Explain the construction and theory of the tangent galvanometer, and show how it may be used to determine the value of the strength of an electric current in absolute measure.

XIII. What are the causes which produce variations in the internal resistance of voltaic cells? How is this resistance experimentally measured?

XIV. What are Roentgen rays? How are they produced and how detected? Explain how they differ from cathode rays and rays of ordinary light, and mention any practical use to which they have been put.

BRANCH II-B.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSICS.

[Not more than two questions in A, C, D and E, and one question in B are to be attempted.]

A.

- I. 1. Explain the terms *mass*, *momentum*, and *acceleration*.
2. State and explain carefully Newton's third law of motion.

II. Show how to obtain the specific gravity of a substance (1) heavier than water, (2) lighter than water, (3) that will dissolve in water, (4) a powder that must be kept dry.

III. A thin uniform rod 6 feet long and of specific gravity 0.75 floats partly immersed in water, its upper end being supported by a string 3 feet long whose other end is attached to a hook $4\frac{1}{2}$ feet above the surface of the water. Find the magnitudes and directions of the forces acting on the stick and the angle the stick makes with the surface of the water.

B.

IV. Give an account of the kind of wave motion by which sound is propagated in air. What are the conditions on which the velocity, loudness, and pitch of a sound depend? What are nodes and loops? How can their existence be made evident in a column of air which is producing a musical sound.

V. Describe and explain a laboratory method of determining the velocity of sound in air.

C.

VI. Give an account of some accurate method of determining the absolute coefficient of expansion of mercury.

VII. Describe Bunsen's calorimeter, and explain its use.

VIII. State and explain Dalton's law as to the pressure of vapours. How may the vapour pressure between 0°C and 50°C be obtained?

D.

IX. Explain the terms principal focus, focal length, real image, and virtual image. A convex lens of focal length 40 cms. is placed in contact with a concave lens of focal length 66 cms. Trace the path of a pencil of rays passing through the combination from an object at a distance of 204 cms.

X. Describe either Fizeau's or Foucault's method of determining the velocity of light.

XI. Explain how rainbows are formed.

E.

XII. What is meant by specific inductive capacity? Describe a method of comparing the specific inductive capacities of two substances.

XIII. Describe the construction and explain the action of one form of an inductional electric machine.

XIV. State the laws of induction of currents. Describe the induction coil, and explain the use of the condenser.

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

CHEMISTRY.

I. State the laws of electrolysis, and give a short account of the theory by which electrolytic phenomena are explained.

II. Five litres of chlorine are mixed with five litres of carbon monoxide (both gases being measured at normal temperature and pressure) and the mixture is exposed to sunlight. Calculate the volume of the total carbon dioxide which can be obtained from the resulting compound by decomposing it with water, the carbon dioxide being measured at 20°C . and 750 mm., the pressure of aqueous vapour at this temperature being 17.363 mm.

III. A mineral has the following centesimal composition:—

MgO 31.26 SiO_2 46.96 H_2O 21.22 = 99.44

Calculate its formula.

[H : O : Mg : Si : : 1 : 16 : 24 : 28.]

IV. What impurities is hydrogen liable to be associated with when prepared from zinc and sulphuric acid? What are the sources of these impurities? Which of them are removable, and how?

V. What experimental facts lead to the conclusion that the molecule of ozone consists of three oxygen atoms occupying two unit volumes?

VI. What are the principal sources of iodine, and how is the element prepared from them?

VII. In what combinations does zinc occur in nature? What are the physical properties of the metal? Mention some of its alloys, naming their constituents. How is the metal obtained from its ores?

VIII. How does magnesium occur in nature, and how is the metal prepared in large quantities? Give a short account of its chemical properties, pointing out its relations with the alkaline earth metals and with the metals of the zinc group.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

CHEMISTRY.

[Not more than nine questions are to be attempted. Equations are to be given for all reactions.]

I. Describe Victor Meyer's method of determining the vapour density of volatile substances. Show how the conclusion that the phosphorus molecule is tetratomic and the mercury molecule is monatomic has been arrived at.

II. State the periodic law and illustrate it by the nitrogen group of elements. How may the existence and the properties of unknown elements be predicted by the application of the periodic law. Mention instances of such predictions having been verified.

III. What is meant by the atomic heat of an element? 0.4843 gm. of a metal gave 0.71 gm. of its sulphate. Calculate the atomic weight and the valency of the metal, its specific heat being 0.081.

IV. Discuss the theory of valency with reference to nitrogen. Name the hydrides of nitrogen, and give their formulae, their methods of preparation, and their properties.

V. Describe how you would proceed to determine the solubility of a salt in water at a given temperature. What peculiarity is shown by the following substances as regards their solubility in water at different temperatures:—calcium hydrate, sodium chloride, sodium sulphate?

VI. Give an account of the action of nitric acid on metals, noting the effect of dilution and temperature.

VII. How may each of the oxides of carbon be prepared in a state of purity? How may the composition of each oxide be determined, (1) by volume, (2) by weight?

VIII. Name six reducing agents that are ordinarily employed in the laboratory, and give examples of their use as such.

IX. State what changes take place when chlorine gas is passed through the following:—(1) water in which chalk is suspended, (2) a hot concentrated solution of caustic potash, (3) melted sulphur,

(4) an aqueous solution of ammonium chloride, (5) an aqueous solution of ammonia, (6) a heated tube containing a mixture of silica and charcoal.

X. What element does silicon resemble most? Point out the resemblances between them. How may silicon be isolated? Name four silicates that occur in nature, and explain how the large number of silicates met with is accounted for.

XI. Name the chief minerals containing chromium, and give their formulae. What are the chief oxides of chromium, and how may they be prepared? Describe the preparation of chromyl chloride.

XII. Describe in detail how you would use the electrolytic method to determine the ratio between the equivalent weights of copper and hydrogen. State what changes take place when the following are electrolysed:—solution in water of sodium sulphate, solution in water of silver nitrate, fused sodium chloride.

TIME: 4 HOURS.

CHEMISTRY. (PRACTICAL EXAMINATION.)

The substance given for examination contains not more than two bases and two acids; and you are to ascertain its composition. Tabulate your results. No value will be attached to incomplete work or to results which are recorded, unless it is clearly shown how they have been arrived at.

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

CHEMISTRY.

[Not more than five questions in A and four in B are to be attempted. Equations are to be given for all reactions]

A.

I. (1) How would you detect the presence of N and S in organic bodies? Describe accurately one method of estimating quantitatively either of these elements. (2) A mixture of silver acetate and butyrate gave on analysis, carbon, 21.54 per cent. and silver, 58.61 per cent. Calculate the relative proportion of the salts in the mixture.

II. Describe four general methods for the preparation of olefines. How can they be converted into hydrocarbons of the acetylene series? How do they behave when acted on by zinc chloride, aqueous hypochlorous acid, and potassium permanganate?

III. Give examples (using graphic formulae) of the three classes of alcohols. By what reactions can they be distinguished from each other? How do oxydising agents act on these alcohols? How may isobutyl carbinol be synthesised from isobutyl alcohol?

IV. A liquid on analysis was found to have the formula C_4H_8O . Name the various compounds which have this formula, and state how you would identify them?

V. What is zinc ethide? How is it prepared? Give some examples of its use in organic synthesis.

VI. How many lactic acids are known? How do you explain the existence of these? How may the different varieties be prepared? How would you show that these contain an alcoholic hydroxyl?

VII. What are amides? Describe five general methods for their preparation. Point out the characteristic properties of these compounds. How would you prepare methylamine from acetamide?

VIII. What is urea? Describe four methods of synthesising it. Show its relation to carbonic acid. Name an isomer of urea and give its graphic formula.

B.

IX. What are the characteristic differences between the benzene and the methane derivatives? Mention one reaction by which a benzene derivative is produced from a methane derivative.

X. What is aniline? How is it prepared from benzene? What dye-stuffs are made from aniline? Write the structural formula for any one of these, and state what evidence there is in support of it.

XI. How is phthalic acid prepared? Name its isomers. Write the graphic formulae for these acids, and state the evidence there is in support of these formulae.

XII. What are diazo compounds? How are they prepared? Mention some of their characteristic reactions.

XIII. What are phenols? How do they resemble, and how do they differ from, tertiary alcohols? How may (1) benzene, (2) salicylic acid, and (3) picric acid be prepared from ordinary phenol? By what reactions can ordinary phenol be recognised?

XIV. Describe three methods of synthesising anthracene from benzene derivatives. Write its graphic formula. How is it related to anthraquinone? How may each be converted into the other?

XV. What is the accepted constitution of naphthalene? What experimental evidence is there to support it?

XVI. What are terpenes? How are they related to cymene, and how can they be converted into it? Describe a synthesis of cymene by which its constitution is shown.

$$H : C : O : Ag = 1 : 12 : 16 : 108.$$

BRANCHES II-A. & II-B.

17TH AND 18TH DECEMBER—TIME: 3 HOURS.

CHEMISTRY. (PRACTICAL EXAMINATION.)

Each of the substances, marked A and B, contains not more than one base and one acid; you are to examine them by dry and by wet tests, and the analyses are to be tabulated.

The completeness with which all tests and observations are recorded will be taken into account in valuing the results arrived at.

BRANCH III.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

GENERAL BIOLOGY.

I. "The cell is a bit of protoplasm with a nucleus." Criticise this statement in the light of the knowledge which you have gained by your study of the subject.

II. Give an account of the chemical composition of protoplasm.

III. Describe the various methods of reproduction which obtain among unicellular organisms.

IV. "Differentiation of structure goes hand in hand with division of physiological labour." Show by means of properly selected examples that you understand this statement.

V. Write an essay on the locomotion of unicellular organisms.

VI. Write a few lines from the biological standpoint on each of the following:—(1) Pasteur's solution. (2) The necessity of oxygen to organisms. (3) The necessity of water to organisms.

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

GENERAL BIOLOGY.

I. Compare organised and unorganised bodies with regard to (a) their plan of structure, (b) their physical properties.

II. Write an essay on cell metabolism.

III. Under what general conditions and in what manner have the leaves of plants and the shells of molluscs been converted into fossils?

IV. Criticise the following terms with reference to their use in Biology:—cells, organised bodies, free cell formation.

V. Discuss the relationship between animals and plants. What facts would you be guided by in assigning any particular unicellular organism to either the animal or vegetable kingdom?

BRANCH III-A.

MONDAY, 15th DECEMBER, 10 A.M. TO 1 P.M.

BOTANY.

I. Describe in detail the male and female organs in any moss.

II. Give a brief account of the spore-bearing generation in *Marsilia*.

III. Enumerate the main facts in the life-history of *Penicillium* or *Peronospora*. How do these two plants obtain their nutriment?

IV. To what orders do the following plants belong:—*Fucus*, *Marchantia*, *Oedogonium*, *Isoetes*, *Chara*? Indicate their mode of life and in what localities you would look for them. How is fertilisation effected in each case?

V. State the more important facts which have been ascertained by experimental water culture.

VI. Write short notes on :—pyrenoids, bicollateral bundles, the waste products of plants, protoxylem, pseudocarps.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

BOTANY.

I. Describe the more important kinds of dehiscent fruits. Name a few plants whose fruits develop into schizocarps. In what natural orders does this kind of fruit occur?

II. How would you recognise plants of the natural order Euphorbiaceae? Give an account of the various modes of the arrangement of flowers commonly observed in Euphorbiaceous plants.

III. What is a placenta? Describe the main kinds of placentation occurring in South Indian plants, taking particular examples.

IV. Give the characteristic features of the order Rutaceae, and discuss its relationship with nearly allied orders.

V. Give an account of the functions of the various tissues of a flowering plant.

VI. Describe the structure and development of the macrospore of Phanerogams. State the changes which it undergoes before and immediately after fertilisation.

SATURDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY.

I. Draw up explanatory notes on the specimens marked A. B. C. D. E. F.

II. Describe fully and refer to their natural orders the plants marked G. H. I.

III. Comment on the specimens marked J. K. L. and draw a floral diagram of any one of them.

IV. Make preparations illustrating the structure of the specimen marked M. Your answer must be illustrated by clear diagrams.

SATURDAY, 20TH DECEMBER, 2 TO 5 P.M.

PRACTICAL BOTANY.

I. Take either of the specimens marked B. or C. and make a careful study of it. Leave preparations and diagrams illustrating the more important points.

II. Make preparations accompanied by sketches to show the chief tissue elements of the stem provided.

III. Make a transverse section of the leaf provided and fix the part of your preparation under the microscope. Show by means of a diagram the structures actually seen in the preparation.

IV. Identify the microscopical preparations marked 1, 2, 3, 4, 5, 6, 7, 8.

BRANCH III-C.

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ZOOLOGY.

- I. Give a general account of the Radiolaria.
- II. Describe the characters by which you would be guided in assigning a cockroach, a butterfly, a housefly, and a bee, to their respective orders.
- III. Give an account of the respiratory organs of the Mollusca.
- IV. In what respects does Balanoglossus agree with (a) an echinoderm, (b) a worm, (c) a vertebrate.
- V. Illustrate by means of well selected examples the terms primitive, rudimentary, homologous, protective, and pelagic.
- VI. Compare the gastrula stage of the frog with that of Amphioxus in regard to their characters and mode of origin. Does the gastrula stage exist in Birds?

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

ZOOLOGY.

- I. Give a general account of a Hydroid colony, and describe the sexual reproduction of the Hydrozoa.
- II. Distinguish carefully as regards external characters only, the adult form of each of the following:—a turbellarian, a trematode, a cestode, a nemertean, and a nematode. Mention the localities in which they may be found.
- III. Give concise descriptions of (1) abyssal fauna, (2) Botryllus, (3) ethology, (4) Myxine, (5) notochord, (6) Hydrocorallina, (7) parthenogenesis.
- IV. Give an account of the relation of the impregnated ovum, embryo, or foetus, to the parent in Fishes, Amphibians, and Marsupials.
- V. Compare the structure of the heart in a bony fish, frog, turtle, and pigeon.
- VI. Give a general account of the Cetacea.

TUESDAY, 16TH DECEMBER, 11 A.M. TO 2 P.M.

PRACTICAL ZOOLOGY.—(1st Paper.)

- I. *Cockroach*. Remove the cerebral and suboesophageal nerve ganglia and place them in spirit in a watch glass. Their relation to the oesophagus is to be shown by retaining a portion of the latter.
- II. *Fresh-water Mussel*. Expose as fully as possible the entire alimentary canal from the side.

III. *Pigeon*. Make a preparation to show the course of the bile and pancreatic ducts. Fix the dissection on a board.

IV. *Leech*. Make a preparation to show developing spermatozoa. Leave the preparation under the high power of the microscope, and make a sketch of the stage or stages actually shown.

WEDNESDAY, 17TH DECEMBER, 11 A.M. TO 2 P.M.

PRACTICAL ZOOLOGY.—(2nd Paper.)

I. Give a comparative description accompanied by diagrams of the external characters of the animals provided. Remove the appendages of one side from each animal and arrange them serially on a board.

II. Viva voce examination.

BRANCH III-D.

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

GEOLOGY (1).

I. Describe the physical characters and mode of occurrence of the various forms of silica found in Nature.

II. What is meant by *pleochroism*? Define the terms *face-colours* and *axis-colours*, pointing out precisely how they are determined.

III. Describe the characters and geological mode of occurrence of three iron-ores, illustrating your answer by precise references to occurrences of iron-ores in India.

IV. Describe fully the mineralogical characters and the modes of occurrence of the felspars.

V. Describe the following rocks:—gabbro, trachyte, serpentine, amygdaloidal basalt, travertine, oolite, crush-conglomerate, phonolite.

VI. Explain the following terms:—micropegmatitic, ophitic, geode, paramorphism, idiomorphic, isomorphism, zoneplane, twinning plane.

VII. Give an account of the nature and mode of occurrence of crystalline limestones.

VIII. Describe the minerals isomorphous with anglesite.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

GEOLOGY (2).

I. Indicate the zoological affinities of the following fossils and name the formations in which they have been found:—*Sivatherium giganteum*, *Physa prinsepi*, *Dicynodon orientalis*, *Estheria mangaliensis*, *Trigonia ventricosa*, *Productus indicus*, *Orbitoides papiracea*, *Stephanoceras macrocephalus*, *Halobia lommeli*, *Cardita beaumonti*.

II. Compare the cretaceous formations of the Trichinopoli district with those of Bāgh, pointing out the extra-Indian affinities of both.

III. Describe precisely the origin of unconformability and of overlap. Why is there generally a marked contrast between the fossil contents of two unconformable series of strata?

IV. Compare the fossils of the Damuda series with those characteristic of the Rajmahal beds.

V. Explain with the aid of diagrams the following terms:—syncline, reversed fault, outlier, laccolite, inverted strata, hade, escarpment, false-bedding.

VI. Give an account of the Vindhyan system.

VII. What do you know concerning the nature and mode of occurrence of (a) radiolarian ooze, (b) diatomaceous ooze, (c) red clay, (d) pteropod ooze?

VIII. Explain the theory of artesian wells, comparing them with ordinary springs.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PRACTICAL GEOLOGY.

I. Name the minerals marked A. B. C. D. E. and F. Describe each briefly and give the chemical composition and physical properties.

II. Name and describe the rock sections G. and H.

III. Name the rock specimens I. J. and K., give their mineral composition and mode of occurrence and mention localities in South India where similar rocks occur.

IV. Describe the three crystal models L. M. and N. and name some minerals crystallizing in each form.

V. By what tests would you distinguish between the following minerals? Explain fully how you would proceed in testing them:—1. Apatite and Beryl. 2. Argentite and Galena. 3. Dolomite and Calcite. 4. Pyrite and Pyrrhotite. 5. Ilmenite and Magnetite.

VI. Explain the formation of geodes in Anygdaloid Lavas.

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

PRACTICAL GEOLOGY (2).

I. Name the fossils A, B, C, D, E, and F and explain their proper positions in the Zoological and Geological scales respectively.

II. Describe fully the structure of the Genus *Belemnites* and mention its position in Geological time.

III. Give the life history of a great volcano, its building, action and extinction; or

Explain the formation of a great coalfield—Indian or otherwise. Name the chief varieties of coal recognised, and describe briefly three of the leading plants constituting the coal mass. Illustrate by coloured diagrams, which will receive much attention.

IV. Give some account of either the Cretaceous, or the Upper Gondwana rocks occurring South of the Mahanaddi valley. Name and describe briefly the leading fossils, animal or vegetable, which characterize the system you choose for description.

V. Describe the earliest known traces of Man's existence in the Indian Peninsula, and assign them their proper position in Geological time. Name some of the localities where they have been found.

VI. To what Geological systems do you assign the Genera Nummulites, Ollenellus, Lingulolla, Stringocephalus, Palæozamia, Conularia, Sigillaria, Bellerophon, Lepidodendron, Calceola, Olhamia, Glossopteris. Name clearly their zoological and botanical affinities.

BRANCH IV.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

DEDUCTIVE LOGIC.

I. Logic is spoken of as a *Regulative Science*. What are the characteristics of a Regulative Science? How does Logic as a regulative science differ from Aesthetics and Ethics?

Is the function of Logic *proof* or *discovery*?

II. Show that the controversy about the import of propositions turns really upon a difference of opinion as to the *scope* of Logic.

III. Distinguish between Contradictory and Contrary terms, and show that this distinction is more valuable from a logical point of view than that between Positive and Negative terms.

IV. Prove the legitimacy of Conversion without taking for granted the rules of conversion.

(a) *Only some men are wise* :—Contraposit.

(b) *Truth will prevail* :—Give the obverse of its contradictory.

(c) *Few men think, but all have opinions* :—Express this in a single proposition and give the contradictory of its obverse.

V. Examine the psychological basis of Mill's theory of the syllogism. On what grounds has the validity of the Fourth Figure been disputed? Some men who get on in life are really not talented, for everyone who pushes himself forward gets on in life, though everyone who pushes himself forward is not talented :—State this argument in a syllogistic form and reduce it to the First Figure.

VI. Logicians are divided in their view as to the interpretation of the conjunctive "either, or" in the disjunctive proposition. What interpretation would you accept and why? State and illustrate the different forms of the Disjunctive Syllogism and reduce them to the corresponding Hypothetical forms.

VII. Examine the validity of the following arguments :—

(a) If philosophical theories are true some at least ought to be accepted by a majority of thinkers but as not a single theory

fulfils this condition, no philosophical theory can be true. (b) No mere education and training will make one a poet, and none but those who receive education and training can become scientists, and hence it is impossible for one to be both a poet and a scientist. (c) All rich men are influential; all influential men are not just in their dealings; some men who are not just in their dealings are not respected; therefore some rich men are not respected.

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

INDUCTIVE LOGIC.

I. The conception of system is the ground of all inference, but this conception is not itself an inference. Examine Mill's view of this position, in the light of evolution.

II. The force of analogy depends not upon the number, but *weight* of the points compared, and this empiricism overlooked. Explain.

III. 'Hypotheses non fingo.' Has the development of Logic and of Science justified this statement of Newton? Explain the saying 'facts are only familiar theories.'

IV. Distinguish between empirical law and true theory, and illustrate the evolution of the latter from the former.

V. 'Exceptio probat regulam' Show how the application of the experimental methods exemplifies the truth of this saying.

VI. All definition is relative to an end or purpose, and moreover tends to become obsolete. Explain.

VII. What relation does classification bear to induction? What general principles will you lay down for the right conduct of classification; and show how those principles differ with differences in the objects to be classified?

VIII. What is the proper place of Fallacies in Logic? Explain and exemplify the fallacies of "*non causu pro causa*" and "*petitio principii*," and the fallacy of relativity.

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOLOGY AND PSYCHOLOGY.

I. What are the functions of the nervous elements and what are the causes and conditions of their exercise?

II. What warrants have we, in experience, of the causal influence of Mind upon Body and of Body upon Mind?

III. Distinguish between Sensation and Perception. How can all sensation be shown to involve perception?

IV. How is the Absolute Sensibility of an organ ascertained? What is your estimate of the value of quantitative measurement for the study of psychical phenomena?

V. Explain how Relativity and Retentiveness are psychical conditions of mental processes. How does one idea call up another?

VI. What bearing has Association on Habit ?

VII. Describe the nature of Feeling as a special phase of mental life. How is Feeling related to Thought and to Volition ? How do you distinguish Feeling from Emotion ?

VIII. Analyse the various psychical factors which *contribute* to produce Relief. Has every belief a tendency to issue forth into action ?

IX. How does the developed consciousness of self gradually arise ?

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

PSYCHOLOGY AND GENERAL PHILOSOPHY.

I. State and examine the hypothesis of sub-consciousness.

II. What do we mean when we distinguish between phenomena and noumena ?

III. How has inconceivability been used as a test of truth, and with what validity ?

IV. What is the doctrine of the relativity of knowledge ? Is Seth's statement that the doctrine is a condemnation of our knowledge, and of knowledge in general, because it fails to achieve an impossibility, a valid criticism ?

V. Show how Hume's Scepticism was the natural outcome of the Cartesian philosophy ?

VI. In attempting to meet the sceptical conclusions of Hume, why does Reid begin with an analysis of perception ?

VII. What did Reid mean by common-sense and how did he justify an appeal to it ?

VIII. Compare Reid and Kant with regard to (1) their enumeration of the general principles underlying experience, (2) their attempts to establish the validity of these principles, (3) their application of these principles.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

THEORY OF ETHICS.

I. Examine critically the opinions which ethical writers have held as to the object of the Moral Judgment.

II. What is meant by the term *intuitional* as applied to Ethics ? State and criticise the intuitionalist theory of conscience.

III. Distinguish between (1) Duty and Virtue, (2) Conduct and Character.

IV. What meanings have been given by writers on ethics to the terms *responsibility*, *conscientiousness* ? State, with reasons, the meaning which you prefer to give to each.

V. Mention some of the chief ways in which, as it seems to you, a Theory of Ethics is affected by a writer's metaphysical conceptions.

VI. Is the relation between Morality and Religion a necessary relation, or an accidental one?

VII. Examine (1) Kant's criticism of the Golden Rule, and (2) his proof of Immortality.

VIII. Say whether you agree or do not agree with the following statements, and give your reasons:—(1) Whatever is expedient is right. (2) Seeing that, in every case, the best is demanded, the idea of merit cannot be included in an ethical system.

IX. What is Spencer's account of the genesis of the sentiment of moral obligation, and how does he establish his position that the element of coerciveness implied in it is only transitory and will diminish as fast as moralisation increases?

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

HISTORY OF ETHICS.

I. State briefly the distinctive features of the British Intellectual School of Moralists. What difference is noticeable in the mode of presentation of the Intellectual theory between its earlier and later adherents and to what is it due?

II. "The appearance of Shaftesbury's *Characteristics*," says Sidgwick, "marks a turning point in the history of English ethical thought." Prove the influence of Shaftesbury's writings on Hutcheson and on Butler.

III. What is the position taken up by Butler with reference to extreme Selfishness on the one hand and extreme Disinterestedness on the other? State clearly what he means by the supremacy of Conscience and how he establishes it.

IV. How is Hartley's explanation of the origin of moral sentiments an advance on those of Hume and Adam Smith?

V. "Reid's moral psychology," remarks Sidgwick, "is more distinctly than Price's developed on the lines laid down by Butler." Exemplify this remark.

VI. What position does Bentham's scheme of sanctions occupy in his ethical doctrine? Is his scheme of sanctions adequate to support his utilitarian theory?

VII. State in what respects J. S. Mill's utilitarianism differs from that of Bentham and show whether the points of difference strengthen or weaken the utilitarian doctrine. How, according to Sidgwick, was Bentham influenced by the writings of Helvetius, and J. S. Mill by those of Comte?

VIII. Referring to the Revolutionary Theory of Ethics, Sidgwick states that it has tended not merely to modify the Associational explanation of the growth of moral sentiments but also to thrust aside the Benthamite criterion and method for determining the good and bad tendencies of actions. Exemplify this statement.

BRANCH V.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

HISTORY OF INDIA.

I. What kinds of evidence are available for the history of India before the beginning of the Christian era? Exemplify each, giving facts, with the evidence for them, that are known to us through evidence of each kind.

II. Mention the outstanding facts in the history of South India during the first nine centuries of the Christian era.

III. Illustrate the effect upon Indian History of hostility between different Muhammadan sects and races.

IV. Describe the part played in the politics of India by the Holkar and Sindhia dynasties from 1770 to 1805.

V. Explain the administrative system set up in Bengal after the grant of the Diwani to the Company. What changes in it were introduced by Warren Hastings and by Lord Cornwallis?

VI. Trace the history of British policy towards Afghanistan.

VII. What changes have been made since 1860 in (a) the financial, (b) the legislative, (c) the judicial systems of British India?

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

HISTORY OF GREAT BRITAIN.

Write short essays on any *five* of the following subjects:—

I. The effects of the Norman Conquest.

II. 'The follies and vices of John were the salvation of England.'

III. 'In the reign of Edward I. the English constitution put on the same essential form it has maintained ever since.'

IV. The Revolutions of 1399 and 1688;—a comparison and a contrast.

V. The break-down of the manorial system.

VI. The Tudor monarchy as representative of the nation.

VII. The connection between religion and politics in the Seventeenth Century.

VIII. The oligarchic character of the British constitution in the Eighteenth Century.

IX. The relations between Great Britain and Ireland in the latter half of the Eighteenth Century.

X. Social evils and their remedy in the first half of the Nineteenth Century.

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

HISTORY OF EUROPE, A.D. 14 to 800.

I. Describe the chief events in the external history of Rome in the reign of Nero.

II. Explain the importance of the reigns of Domitian and Hadrian in the development of the Imperial power.

III. Give some account of the wars and conquests of Trajan, and explain why the latter proved no real gain to the Empire.

IV. Describe the changes which were effected in the Imperial government by Diocletian, and point out their merits and defects. How was the system established by Diocletian developed by Constantine?

V. Give some account of the policy pursued by Justinian towards the Teutonic monarchies in the West. State why its success was so temporary.

VI. Explain the circumstances under which the Carolingian family rose to power up to 752 A.D.

VII. What were the causes, ultimate and proximate, that led to the establishment of the Western Empire in 800 A.D.?

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

POLITICAL SCIENCE.

N.B.—Answer six questions only.

I. 1. With regard to any *two* of the following consider whether experience affords any guidance:—(a) a proposal to adopt the Referendum, (b) a proposal to establish a State system of poor relief, (c) the extension of Municipal Socialism, (d) the indirect election of Magistrates, (e) a proposal to establish a system of representative Government in India, (f) payment of members of Parliament.

or

2. "For the successful working of democracy under existing conditions we need great men to lead it, skilled men to carry out its decisions, and, finally, effective means for securing that its deliberate judgment shall be the standard of legislation" (*W. Jethro Brown*.) Discuss these three requisites in connection with:—(a) the endeavour to make representatives the mere mouthpieces of their constituents, (b) election by lot to offices, (c) the *Referendum*.

II. What are the main factors that go to make up Nationality? Illustrate your answer by discussing the question, Is there an Indian Nationality?

III. 1. "Political integration is in some cases furthered, and in some cases hindered, by conditions, external and internal" (*Spencer*.) Elucidate this statement by historical examples.

or

2. Illustrate from Teutonic history the statement that War is the chief factor in the creation of States.

IV. What various significations have been attached to the term *Theocracy*? Consider whether, if we classify States into Monarchies, Aristocracies, and Democracies, there is any need for a fourth class of Theocracies.

V. "In antiquity Athens represents democracy and Rome aristocracy. The difference between them is not to be mistaken," (Seeley). Illustrate the above quotation by a comparison between the institutions of Athens at the beginning of the Peloponnesian War and Rome during the second Punic War.

VI. Compare the Roman provincial system of the time of Trajan with the British system of government in India.

VII. Shew how the history of the United States of America illustrates:—(a) the difference between a *Staatenbund* and a *Bundesstaat*, (b) the ways in which a written constitution may undergo modification.

VIII. 1. Compare the Frankish State under Charles the Great with the English State of to-day as regards the functions of Government.

or

2. Trace the steps by which the State in England or in France became the sole administrator of justice.

or

3. Illustrate by a sketch of the history of Law in England the contention that the Austinian definition of law is not of universal application.

IX. 1. Explain what is meant by saying that representation in its early stages, say in England in the fourteenth century, was organic. Consider whether this organic character exists at the present time. If not, what remedies would you propose?

or

2. Describe the difference between centralized and decentralized States; and point out the evils to which each is peculiarly liable.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY.

I. Examine Mill's statement that 'only through the principle of competition has Political Economy any pretension to the character of a science.'

II. State precisely and criticise Ricardo's Theory of Rent. How far is it applicable to the different systems of land tenure with which you are acquainted?

III. In what sense are wages the 'residual share' of the labourers? Is this always the case? If not, why not?

IV. 1. What is a market? 2. What are the conditions necessary for the approximation of the price of a commodity to the cost of production? 3. How are the prices of the following articles determined?—(a) a measure of rice, (b) a school text-book, (c) a rare postage-stamp.

V. 1. Apart from the Land Tax, what are the chief historical heads of taxation? 2. Give briefly the arguments *for* and *against* the Income Tax. 3. What do you consider the best forms of taxation for India? Give your reasons.

IV. Explain and criticise the following:—1. 'Cost of production is not a regulator of international values.' 2. 'Millionaires spend a larger proportion of their income upon the satisfaction of their personal wants than poor men. Therefore the more millionaires, the richer will be society.'

VII. Is over-production possible? If not, how do you explain the existence of the *unemployed* in what are known as 'hard times'?

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

SPECIAL SUBJECTS.

MAINE'S ANCIENT LAW. HUNTER'S BRITISH INDIA, VOL. I.

A.

[*Not more than four questions in this section are to be attempted.*]

I. What account does Maine give of the original form of Society, and what evidence does he produce in support of his view?

II. Trace the development of Equity at Rome, and compare English and Roman Equity.

III. What substitute does Maine offer for the theory of Occupancy as an account of the origin of Property? How far is the evidence he adduces from India sound?

IV. Discuss the nature of early Criminal Law: mark and illustrate the steps in its development.

V. How does Maine explain the origin and growth of the principle of Primogeniture?

B.

VI. Estimate the importance of Prince Henry of Portugal in the quest for India by sea.

VII. Describe, and account for, the difficulties of the early ventures of the English East India Company.

VIII. Sketch the relations of the English and Dutch between 1619 and 1623. What was their result on the subsequent history of both peoples in the East?

IX. Briefly describe, with the help of a map, the various trade-routes between Europe and India prior to the fifteenth century.

M.A. DEGREE EXAMINATION, 1903.

BRANCH I.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ALGEBRA AND TRIGONOMETRY.

I. Form the generating function of the recurring series $1+2x+9x^2+38x^3+\dots$; and employ it to prove that the integral part of $(\sqrt{5}+2)^n$ is of the form $4r$ or $4r+1$ according as n is odd or even

II. Prove that $mx^{m-1}(x-y) > x^m - y^m > my^{m-1}(x-y)$ unless $0 < m < 1$, in which case the inequalities are reversed.

If $S_n = \frac{1}{\sqrt{1}} + \frac{1}{\sqrt{2}} + \frac{1}{\sqrt{3}} + \dots + \frac{1}{\sqrt{n}}$ prove that

$$2\sqrt{n} > S_n > 2(\sqrt{n+1} - 1).$$

III. Prove that if $e^x = 1 + \frac{x}{1} + \frac{x^2}{2!} + \frac{B_1}{2!}x^2 - \frac{B_2}{4!}x^4 + \dots$, and show that $(2n+1)B_n = N_n B_{n-1} - N_n B_{n-2} + \dots + (-1)^n B_1 + (-1)^{n+1} \frac{2n-1}{2}$, where N_r denotes the number of combinations of $2n+1$ things taken r at a time.

Show that

$$(i) (e-1)^2 = \frac{1}{2} - B_1 + \frac{B_2}{3!} - \frac{B_3}{5!} + \dots;$$

$$(ii) \frac{\pi}{4} + \frac{B_1}{2!} \left(\frac{\pi}{2}\right)^2 + \frac{B_2}{4!} \left(\frac{\pi}{2}\right)^4 + \dots = 1.$$

IV. Find the number of positive integers less than and prime to N .

Show that if there are n such integers (including 1) and N has m prime factors $1, a, b, c, \dots$, the sum of the squares of these integers is $\frac{n}{6} \{ 2N^2 + (-1)^{m-1} abc \dots \}$.

V. Explain and establish Fourier's (or Budan's) method of separating the roots of an equation.

Find the number and situation of the real roots of $144x^5 + 90x^4 - 425x^3 - 375x^2 + 165x + 150 = 0$.

VI. Prove the rule for finding the product of two determinants of the same order.

Show that

$$\begin{vmatrix} bc-f^2 & fg-ch & fh-bg \\ fg-ch & ac-g^2 & gh-af \\ fh-bg & gh-af & ab-l^2 \end{vmatrix} = \left\{ \begin{vmatrix} a & h & g \\ h & b & f \\ g & f & c \end{vmatrix} \right\}^2$$

VII. Show that $\sin \theta = \theta \left(1 - \frac{\theta^2}{\pi^2}\right) \left(1 - \frac{\theta^2}{2^2\pi^2}\right) \dots$; and that

if r lies between $-\frac{1}{4}$ and $+\frac{1}{4}$ and s_p denotes $1 + \frac{1}{2p} + \frac{1}{3p} + \dots$,

$$\log \frac{\tanh r\pi}{\tan r\pi} = -2 \left\{ 2s_2 r^2 + \frac{62}{3} s_4 r^4 + \dots + \frac{2^{4n+2}-2}{2n+1} s_{4n+2} r^{4n+2} + \dots \right\}.$$

VIII. Establish DeMoivre's property of the circle, and deduce that when n is an even integer

$$\begin{aligned} 1 + \cos^n \frac{\pi}{n} \\ = \sin^2 \frac{\pi}{n} \left(1 - 2 \cos \frac{\pi}{n} \cos \frac{3\pi}{n} + \cos^2 \frac{\pi}{n} \right) \left(1 - 2 \cos \frac{\pi}{n} \cos \frac{5\pi}{n} + \cos^2 \frac{\pi}{n} \right) \\ \dots \left(1 - 2 \cos \frac{\pi}{n} \cos \frac{n-1}{n} \pi + \cos^2 \frac{\pi}{n} \right). \end{aligned}$$

How must this be modified if n is odd?

IX. Three small circles of a sphere whose radii are r_a, r_b, r_c and poles A, B, C touch each other. A fourth circle is described outside them and touches them all. Show that its radius R is given by the equation

$$\Sigma \cos^2 (R - r_a) \sin^2 a - 2 \Sigma \cos (R - r_b) \cos (R - r_c) \sin b \sin c \cos A = \sin^2 A \sin^2 b \sin^2 c.$$

Show that if the fourth circle is a great circle,

$$\Sigma \sin (s - a) \sin a = 4 \sqrt{\sin s \sin (s - a) \sin (s - b) \sin (s - c)}$$

and that if in addition the triangle ABC is equilateral, $\cos a = \frac{1}{4}$.

X. Find the radius of a sphere inscribed in a regular polyhedron in terms of the radius of the circumscribed sphere.

A, B, C are vertices of one face of a regular icosahedron inscribed in a sphere of radius R . The arcs BC, CA, AB are bisected in D, E , and F respectively. Show that the straight lines BD and DF are respectively equal to $R \sqrt{2 - \operatorname{cosec} 36^\circ}$ and $2R \sin 18^\circ$.

Prove that if by repeating this construction a solid of 80 faces is formed having its solid angles at A, B, C, D, E, F , &c.,

$$\text{its volume will be } \frac{5}{2} \{ \sqrt{5} - 1 \} \left\{ \sqrt{\frac{5+\sqrt{5}}{10}} + \frac{1}{3} \right\} R^3.$$

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

COORDINATE GEOMETRY.

I. Define *anharmonic ratio*. If $a = 0$, $\beta = 0$ be any two straight lines, prove that the anharmonic ratio of the four lines $a + a\beta = 0$, $a + b\beta = 0$, $a + c\beta = 0$ and $a + d\beta = 0$ is equal to $(a - c)(b - d) : (a - d)(b - c)$.

The lengths of the common tangents of two circles are t_1, t_2 . Show that the anharmonic ratio of the points in which they cut any other tangent is $(t_1 - t_2) / (t_1 + t_2)$.

II. Prove that through any point in the plane of a given conic there can be drawn an ellipse and an hyperbola confocal with it.

If θ be the angle between two tangents to an ellipse drawn from any point, prove that $\theta = 2 \tan^{-1} \sqrt{-\frac{\lambda_1}{\lambda_2}}$, where λ_1, λ_2 on the parameters of the confocals through that point; and show that the equation of the two tangents referred to the normals of the confocals as axes is $x^2/\lambda_1 + y^2/\lambda_2 = 0$.

III. Find the length of the perpendicular from the point a', β', γ' on the line $la + m\beta + n\gamma = 0$.

If R be the circumradius of ABC , the triangle of reference, prove that the lengths of the perpendiculars from its vertices on the join of its orthocentre and centroid (Euler's Line) are $2R \cos A \sin(B - C) / \sqrt{1 - 8 \cos A \cos B \cos C}$, etc.

IV. Find the equation of a conic touching the sides of the triangle of reference. Three tangents to a parabola at the points A, B, C form an equilateral triangle. Prove that the ellipse which touches the sides of the triangle ABC at their middle points passes through the focus of the parabola.

V. Prove that any conic can be projected into a circle having the projection of any given point for centre.

OAB is a fixed straight line touching two fixed conics in A, B , OPQ any straight line through O meeting the conics in P, Q . Prove that the locus of intersection of the straight lines AP, BQ is a conic passing through the four points common to the two given conics.

VI. Find the equation of a plane passing through three given points, and the volume of a tetrahedron whose angular points are given.

Prove that the four planes $my + nz = 0$, $nz + lx = 0$, $lx + my = 0$, and $x + my + nz = p$ form a tetrahedron whose volume is $\frac{2p^3}{3lmn}$.

VII. Find the equations of the principal planes of a conicoid.

Determine the nature of the surfaces represented by the following equations:—

$$(1) 5x^2 + 2y^2 - 2z^2 - 10xy - 4yz - 4y - 16z - 16 = 0;$$

$$(2) 2x^2 - 5y^2 + z^2 + 4xy + 6yz - 8zx + 1 = 0;$$

$$(3) (cy - bz)^2 + (az - cx)^2 + (bx - ay)^2 = 1.$$

VIII. Find the condition that the section of the conicoid $ax^2 + by^2 + cz^2 + 2fyz + 2gzx + 2hxy = 1$ made by the plane $lx + my + nz = 0$ may be a rectangular hyperbola.

Show that all plane sections of $\frac{x^2}{a} - \frac{y^2}{b} = z$ which are rectangular hyperbolas and which pass through the point α, β, γ touch the cone $\frac{(x-\alpha)^2}{a} - \frac{(y-\beta)^2}{b} + \frac{(z-\gamma)^2}{a-b} = 0$.

IX. Find the equation of the osculating plane at any point of a curve.

Find the equations of the principal normal and the osculating plane at any point of the curve given by the equations $x = 4a \cos^3 \theta, y = 4a \sin^3 \theta, z = 3c \cos 2\theta$.

X. Determine the principal radii of curvature at any point of the surface $z = f(x, y)$. Hence deduce the conditions for an umbilicus.

A surface is generated by a straight line which always intersects a given circle and the normal to the plane of the circle drawn through its centre. If θ is the angle which the generator makes with this normal and ϕ the angle which the projection of the generator on the plane of the circle makes with a fixed radius, prove that the principal radii of curvature at the point where the generator meets the circle are given by the equation $\rho^2 \left(\frac{d\theta}{d\phi} \right)^2 + a\rho \cos \theta = a^2$.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

NEWTON AND DIFFERENTIAL CALCULUS.

I. State and prove Newton's lemma relating to the areas of curvilinear figures; and prove that the volume of the solid generated by the revolution of a plane area A about a line in its plane is Al , where l is the length of the path described by the centre of inertia of the area.

If an arc of a circle of radius r and the perpendicular from either extremity on the tangent to the arc at the other extremity revolve round this tangent, prove that the volume of the solid generated is $\pi r^3 (2 \sin \alpha - \alpha - \sin \alpha \cos \alpha - \frac{1}{3} \sin^3 \alpha)$, where α is the angle subtended by the arc at the centre of the circle.

II. Prove geometrically that the evolute of an epicycloid is a similar epicycloid, and find the radius of curvature at any point of an epicycloid.

A smooth curve in the form of an epicycloid is placed with its axis vertical and vertex upwards, and a particle placed at the vertex and gently displaced slides down the curve. Prove that it will leave the curve at a point P such that θ , the inclination to the vertical of the radius drawn from the centre of the fixed circle to the point of contact of the rolling circle in the position corresponding to P , is given by the equation

$$(a+b)(a+3b) \cos \theta + b(2a+3b) \cos \left(1 + \frac{a}{b}\right) \theta = (a+2b)^2,$$

where a and b are the radii of the fixed and rolling circles respectively. Hence show that when a is infinite, that is, when the epicycloid becomes a cycloid, the particle will leave the curve when its direction of motion is equally inclined to the horizontal and the vertical.

III. A particle describes an hyperbola under the action of a repulsive force tending from the centre of the hyperbola. Prove that the force at any point is proportional to the distance, and the velocity at the point proportional to the diameter of the conjugate hyperbola which is parallel to the tangent at the point.

If the hyperbola described is rectangular, and if C is the centre, A the vertex, P any position of the particle, Y the foot of the perpendicular from C on the tangent to the path at P , prove that the velocity of Y is proportional to CY , and that the rate at

which P and Y separate is $\sqrt{\mu} \left(CP + \frac{CA^4}{CP^3} \right)$, where μ is the force on the particle at unit distance from the centre.

IV. 1. If $a < b$, prove that $\frac{d^n}{dx^n} \log (x^2 + 2ax + b^2)$

$$= 2(-1)^{n-1}(n-1)! (x^2 + 2ax + b^2)^{-\frac{n}{2}} \cos \left(n \tan^{-1} \frac{a+b}{a-b} \right)$$

2. If $f(x)$ can be expanded in positive integral powers of x ,

prove that $f(D)uv = uf(D)v + Du f_1(D)v + \frac{D^2 u}{2!} f_2(D)v + \dots$

V. Given $z = x + y\phi(z)$, show how to expand z in powers of y , and deduce the expansion of $(1 - 2xy + y^2)^{-\frac{1}{2}}$ in powers of y .

If P_n be the coefficient of y^n in the latter expansion, prove that

$$(1) \quad nP_n - (2n-1)xP_{n-1} + (n-1)P_{n-2} = 0;$$

$$(2) \quad \frac{dP_n}{dx} - 2x \frac{dP_{n-1}}{dx} + \frac{dP_{n-2}}{dx} = P_{n-1};$$

$$(3) \quad \frac{dP_n}{dy} = nP_{n-1} + (n-1)xP_{n-2} + (n-2)x^2P_{n-3} + \dots$$

VI. Given $u = f(x, y)$ and $\phi(x, y) = 0$, show how to determine the maximum and minimum values of u . Find the maximum value of the expression $(a^2 - x^2)(b^2 - y^2)(c^2 - z^2)$, subject to the condition $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$.

VII. 1. Given $u + iv = f(x + iy)$, prove that

$$\left(\frac{\partial V}{\partial x}\right)^2 + \left(\frac{\partial V}{\partial y}\right)^2 = k^2 \left\{ \left(\frac{\partial V}{\partial u}\right)^2 + \left(\frac{\partial V}{\partial v}\right)^2 \right\},$$

and $\frac{\partial^2 V}{\partial x^2} + \frac{\partial^2 V}{\partial y^2} = k^2 \left\{ \frac{\partial^2 V}{\partial u^2} + \frac{\partial^2 V}{\partial v^2} \right\}$, where $k^2 = \left(\frac{\partial u}{\partial x}\right)^2 + \left(\frac{\partial u}{\partial y}\right)^2$.

2. A and B are fixed points, and P is any point whose coordinates referred to rectangular axes are x, y . If $PA = r$, $PB = s$, and the angle $APB = \phi$, prove that $\log r/s$ and ϕ are conjugate functions.

VIII. Find the parabolic asymptotes of the curve

$$(y^2 - x^2)^2 + 2ax(y^2 - 3x^2) - 3a^2x^2 = 0.$$

Find also the nature of the curve at the origin, and trace the curve.

IX. Show how to find the equation of the conic having closest contact with the curve

$$ay = a_0x^3 + a_1xy + a_2y^2 + b_0x^3 + b_1x^2y + b_2xy^2 + b_3y^3 + u_4 + u_5 + \dots$$

at the origin.
Prove that the latus rectum of the parabola having closest contact with a curve at a given point is $2\rho / \left\{ 1 + \left(\frac{1}{3} \frac{d\rho}{ds} \right)^2 \right\}^{3/2}$, and that the distance of the focus from the point of contact is

$$\frac{\rho}{2} / \left\{ 1 + \left(\frac{1}{3} \frac{d\rho}{ds} \right)^2 \right\}^{1/2}.$$

X. 1. In the expression $\frac{\partial^2 u}{\partial x^2} + 2 \frac{\partial^2 u}{\partial x \partial y} + \frac{\partial^2 u}{\partial y^2}$ change the variables from x and y to s and t , where $s = ex + ey$, $t = ex + y$.

2. If $\nabla^2 u = 0$, where $u = f(x, y, z)$, prove that $\nabla^2 v = 0$, where $v = \frac{1}{r} f\left(\frac{x}{r^2}, \frac{y}{r^2}, \frac{z}{r^2}\right)$, and $r^2 = x^2 + y^2 + z^2$.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

INTEGRAL CALCULUS AND DIFFERENTIAL EQUATIONS.

I. Integrate with regard to x the expressions :

$$(1) \cos^{-1}\left(\frac{1}{x}\right), \quad (2) \cos x \sqrt{3 + \sin 2x}, \quad (3) \frac{1}{x(1 + 3x^2 + 2x^6)}$$

II. Discuss the integration with regard to x of a function of the form $(P+Q\sqrt{R})/(P''+Q'\sqrt{R})$ where P, Q, P', Q' are rational integral functions of x and R is of the form $ax^2+2bx+c$.

Integrate completely $\frac{(x-2)dx}{(3x^2-16x+22)(x^2-10x+19)^{\frac{1}{2}}}$.

III. Prove that, if n is a positive integer,

$$\int_0^{\frac{\pi}{2}} \cos n\theta (\cos \theta)^n d\theta = \frac{1}{2^{n+1}}.$$

If $p < 1$, prove that

$$\int_0^{\frac{\pi}{2}} \tan^{-1} \frac{p \sin x}{1+p \cos x} dx = 2 \left(p + \frac{p^3}{3} + \frac{p^5}{5} + \dots \right).$$

IV. Evaluate the definite integral $\int_0^1 x^m (\log x)^n dx$, n being a positive integer; and prove that $\int_0^1 \log x \log(1-x) dx = 2 - \frac{\pi^2}{6}$.

Express the value of $\iiint x^{l-1} y^{m-1} z^{n-1} dx dy dz$ in Gamma-functions, the summation being extended to all positive values of x, y, z such that $\left(\frac{x}{a}\right)^p + \left(\frac{y}{b}\right)^q + \left(\frac{z}{c}\right)^r$ is less than unity.

V. Prove that the mean distance of all points within a circle of radius a from a fixed point on the circumference is $\frac{32a}{9\pi}$; and that the mean distance between any two points within the circle is $\frac{128a}{45\pi}$.

Find the chance that if two points be taken at random within the circle the distance between them will be less than c .

VI. Distinguish between ordinary and partial differential equations.

Integrate (1) $\frac{dy}{dx} = \frac{a^2}{x^2(1+y)^2} - \frac{y}{x},$

(2) $x \frac{dy}{dx} + y = \frac{y^2}{\sqrt{1+x^2}},$

(3) $3(9x+4yp^2)=8p^3x,$

(4) $x^2 \frac{d^2y}{dx^2} + x \frac{dy}{dx} + (4x^4-4x^2-1)y = 0.$

VII. Explain the process of integrating the equation $Pdx + Qdy + Rdz = 0$ when the condition of integrability is satisfied, and point out at what stage the condition is used.

Find a solution of the equation $(x^2 + 2xy + y^2 - z^2)dx - (x^2 + 2xy + y^2 + z^2)dy + 2(x + y)zdz = 0$ which is satisfied by $x = y = z = 1$.

VIII. Explain the three classes of solutions of the linear partial differential equation $Pp + Qq = R$, and show that every solution of the equation is included in one or other of them.

Find the complete primitive and general integral of the equation $(x + y) \{ (y - 1)px + (1 - x)qy \} + z(x - y)(x + y - 1) = 0$.

IX. Prove that if n is a positive integer other than zero, J_n and Y_n are solutions of Bessel's equation

$$x^2 \frac{d^2 y}{dx^2} + x \frac{dy}{dx} + (x^2 - n^2)y = 0,$$

where $J_n = \sum_{r=0}^{r=\infty} \frac{(-1)^r}{(n+r)! r!} \left(\frac{x}{2}\right)^{n+2r}$, and $Y_n = J_n \log x$

$$+ \sum_{r=1}^{\infty} \frac{(-1)^r}{r(n+r)} \frac{n+2r}{r(n+r)} J_{n+2r} - \frac{n!}{2} \sum_{p=0}^{p=n-1} \frac{1}{n-p} \cdot \left(\frac{x}{2}\right)^{n-p} \frac{J_p}{p!}.$$

Prove that

$$x^2 J_n = x^2 \frac{dJ_{n+1}}{dx} - (n+1)x \frac{dJ_n}{dx} + n(n+1)J_n =$$

$$x^2 \frac{dJ_{n-1}}{dx} + (n-1)x \frac{dJ_n}{dx} + n(n-1)J_n.$$

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER IN PURE MATHEMATICS.

I. I, I_1, I_2, I_3 are the centres of the inscribed and escribed circles of the triangle ABC ; DEF the points of contact of the inscribed circle with the sides. Show that I_1D, I_2E and I_3F are concurrent, and that the triangle ABC is a geometrical mean between the triangles DEF and $I_1I_2I_3$.

II. Prove that the polar circles of the four triangles of a tetragram and the circumcircle of the diagonal triangle are coaxial.

III. 1. Prove that, if $a_1, a_2, a_3, \dots, a_n$ be positive integers

$$\sum a_1 \cdot \sum \frac{1}{a_1} > n^2.$$

2. Prove that $\{ (n-1)! \}^2 > n^{n-2}$.

IV. 1. Solve the equations

$$* x^2 + y^2 + z^2 = 38, x^3 + y^3 + z^3 + 3xyz = 16, y^2z^2 + z^2x^2 + x^2y^2 = 361.$$

2. Prove that $x^4 + 4ex^3 + 6e^2x^2 + 4e^3x + 1 = 0$ has no real roots if $\pm e$ lie without the limits $\frac{1}{2}$ and 1, and has two real and two imaginary roots if $\pm e$ lie within these limits.

V. Prove that if n be a positive integer,

$$\sin nx = \frac{n}{1.3.5 \dots (2n-1)} \left(\frac{1}{\sin x} \cdot \frac{d}{dx} \right)^{n-1} \sin^{2n-1} x;$$

and deduce that $\cos 2nx$

$$= \cos 2nx \left\{ 1 - n(2n-1)\tan^2 x + \frac{n(n-1)}{2!} \cdot \frac{(2n-1)(2n-3)}{3} \tan^4 x \right. \\ \left. - \frac{n(n-1)(n-2)}{3!} \cdot \frac{(2n-1)(2n-3)(2n-5)}{3.5} \tan^6 x + \dots \dots \dots \right\}.$$

VI. Show that the class of a curve of the n^{th} degree which has d double points is $n(n-1) - 2d$.

If a non-degenerate curve of the n^{th} degree have a multiple point of the highest order, find its class (1) when the tangents at the multiple point are all distinct, (2) when they are all coincident.

VII. Find the condition that the general trilinear equation may represent a pair of straight lines, and deduce expressions for the point of intersection of the pair of lines.

Prove that if a series of conics have four points in common they have a pair of conjugate directions in common, and that the locus of their centres is a hyperbola whose asymptotes are parallel to the common conjugate directions.

VIII. Find the principal invariants in any transformation of a quadric function which corresponds to passage from one set of oblique Cartesian axes to another, and give geometrical interpretations where you can.

Show that an elliptic paraboloid has no hyperbolic section, and that if it be a surface of revolution, the latus rectum of each parabolic section is constant, and the locus of the foci of all the parabolic sections is an equal paraboloid.

IX. Find an expression for the length of the arc of an ellipse. An ellipse of small eccentricity rolls on a straight line. Show that if the fourth power of the eccentricity be neglected, the centre traces a curve of sines.

X. Discuss the conditions for the admissibility of finding the differential coefficient of a definite integral with respect to any parameter by merely differentiating the integrand.

Apply your conditions to the integrals

$$\int_0^x \frac{\sin cx}{x} dx \text{ and } \int_0^x e^{-a^2 x^2} \cos 2rx dx, \text{ and evaluate the latter.}$$

XI. Show how to integrate the equation $\phi \left(\frac{d}{dx}, \frac{d}{dy} \right) z = 0$, where

$\phi \left(\frac{d}{dx}, \frac{d}{dy} \right)$ is a homogeneous integral function of $\frac{d}{dx}$ and $\frac{d}{dy}$.

$$\text{Solve } x^2 \frac{d^2 z}{dx^2} - y^2 \frac{d^2 z}{dy^2} = \log xy.$$

WEDNESDAY, 21ST JANUARY, 2 TO 5 P.M.
PROBLEMS IN PURE MATHEMATICS.

I. Show that the total number of signals which can be made with n different flags on r different masts is one less than the coefficient of x^n in the expansion of $n!e^x(1-x)^{-r}$.

II. D, E, F are the middle points of the sides of a triangle ABC , P, Q, R the points of contact of its incircle. Chords PL, QM, RN are placed in the circle parallel to the sides of the triangle PQR . Show that the lines DL, EM and FN meet on the point of contact of the inscribed and nine-point circles of the triangle ABC .

III. In a certain series, the terms are given by the equation $u_n \pm u_{n-2} = p u_{n-1}$. Show that the points $x = u_n, y = u_{n+1}$, obtained by varying n , lie on a conic or a pair of conics according as the positive or negative sign is adopted.

IV. Given a conic and a point in its plane, show that it is possible to describe two circles with the given point as centre such that triangles may be inscribed in either of the circles so as to circumscribe the conic.

V. A parabola touches three given straight lines. Show that its envelope as well as the envelope of the tangent at the vertex is a three-cusped hypocycloid.

VI. From any point perpendiculars are drawn to the generators of the surface $z(x^2 + y^2) = 2axy$. Show that the locus of the feet of the perpendiculars is a plane ellipse. Show also that the two generators which meet any perpendicular (other than that which cuts it at right angles) are equally inclined to the axis of x .

VII. Given $w = f(x) + y\phi(w) + z\psi(w)$ where x, y, z are independent variables, show how to expand $F(w)$ in ascending powers of y and z , the coefficients being expressed as functions of x . Find the coefficient of $y^2 z^2$ in the expansion of $\sin w$ where $w = \log x + ye^{5w} + ze^{-7w}$.

VIII. A, B, C, D, E represent the entire circumferences of a curve and its successive pedals. Show that if C pertains to an ellipse having its centre at the pedal origin, $B(B+D) = (2C-E)(3C-A)$.

IX. In an oblique cone the maximum angle between two generators lying in a plane through the axis is α and the minimum β . With the vertex as centre and radius r a sphere is described. Determine the volume common to the cone and the sphere in the form of a definite integral. Evaluate it when $\alpha = \beta$.

X. 1. Show that

$$\int_0^{\frac{\pi}{2}} \tan^{-1} \frac{2a^2 \sin^2 \theta}{1-a^4} \cdot \frac{d\theta}{\sin \theta} = 4 \tan^{-1} a \tanh^{-1} a,$$

where a^2 is less than $1 + \sqrt{2}$.

2. Evaluate $\int_0^{\infty} \frac{dx}{\sqrt{1+x^4}}$.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS (1).

I. A plane P moves in such a manner that a circle A described in P rolls on a fixed circle B , the point of contact of A and B moving uniformly on the circumference of B . Find at any instant two points I and J in P such that I has no velocity and J no acceleration. When will J be a fixed point?

II. A particle of unit mass describes an orbit under an attractive force P to the origin and a transverse force T perpendicular to the radius vector. Show that the differential equation of the orbit is given by $\frac{d^2u}{d\theta^2} + u = \frac{P}{h^2u^3} - \frac{T}{h^2u^3} \cdot \frac{du}{d\theta} \cdot \frac{dh^2}{d\theta} = 2Tu^{-3}$.

If the attractive force is always zero, and the particle move in an equiangular spiral of angle 60° , prove that

$$T = \mu r^5 \text{ and } h = \frac{1}{2} \sqrt{\mu} \sqrt{3} r^4.$$

III. Two particles, anyhow projected, are acted on solely by their mutual attractions according to the Newtonian law. Show that the line joining them is always parallel to a fixed plane, and determine their relative orbits.

The constituents of a double star describe circles about each other in a time T . If they were deprived of velocity and allowed to fall into each other, prove that they would meet after a time $T/4\sqrt{2}$.

IV. A particle slides from rest on a rough inverted cycloid placed with its axis vertical in a medium whose resistance varies as the velocity. Prove that the motion is tautochronous.

V. Obtain, in cylindrical coordinates, the equations of motion of a particle constrained to move on a fixed smooth surface of revolution.

A particle of mass m moves on the inner surface of a right cone (semi-vertical angle α) under the action of a repulsive force $m\mu r^{-3}$ from the axis. The angular momentum of the particle about the axis being $m\sqrt{\mu} \tan \alpha$, show that its path is an arc of an hyperbola whose eccentricity is $\sec \alpha$.

VI. Explain what is meant by a force diagram, and construct a diagram for a funicular polygon.

Of five coplanar forces in equilibrium, given the lines of action of all, the magnitude of one, and the ratio of the magnitudes of two others, find the magnitudes of all.

A plane elliptic board is placed so that its plane is vertical, on two pegs P, Q , which are in a horizontal line. Show that there will be equilibrium if P, Q are the ends of a pair of conjugate diameters, and examine whether the equilibrium is stable or unstable.

VII. Find (1) the centroid of the surface generated by the revolution of a catenary about its directrix; (2) the centre of mass of the eighth part of an ellipsoid included between its principal planes.

VIII. An inextensible string lies at rest on a smooth surface. Prove that the tension at any point (x, y, z) is given by the equation $T = C - f(Xdx + Ydy + Zdz)$, where X, Y, Z are the component forces per unit of length.

A uniform endless chain is hung over a smooth circular cylinder whose axis is horizontal. If a be the radius of the cylinder, $4\pi a/3$ the arc which the string touches, show that the length of string which hangs freely is $3a/\log(2 + \sqrt{3})$.

IX. Find the attraction of a circular plate of uniform surface density on a point in a line through its centre perpendicular to its plane.

Where should a particle be placed on the axis of a hemispherical body so as to remain in equilibrium under the attraction of the matter of the hemisphere surrounding it?

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

DYNAMICS (2).

I. Show how to determine the principal axes and moments of inertia at any point in a solid, the principal axes and moments of inertia at the centre of mass being known.

The six coordinates of a line are $l, m, n, \lambda, \mu, \nu$. Prove that it will be a principal axis at some point of its length if $A\lambda + Bm + Cn = 0$, the axes of coordinates being the principal axes at the centre of mass, and A, B, C being the principal moments at the centre of mass.

II. Investigate the change of motion produced in a moving body by a given blow at a specified point.

A body at rest is set in motion by a blow at the point a, b, c . Prove that the resulting motion will be one of pure rotation if the direction of the blow is parallel to a generating line of the cone

$$a \left(\frac{1}{B} - \frac{1}{C} \right) yz + b \left(\frac{1}{C} - \frac{1}{A} \right) zx + c \left(\frac{1}{A} - \frac{1}{B} \right) xy = 0,$$

the axes of coordinates being the principal axes at the centre of mass.

III. State the principles known as the conservation of energy and the conservation of momentum, indicating clearly when they are applicable and when not. Prove them for a system moving in two dimensions.

A pulley of mass M and radius a is free to turn about its centre which is fixed, the radius of gyration being k . A string having one end attached to a point on the circumference is wound round it, and the other end is attached to a particle of mass m , a length l of the string being free. The particle is projected with a velocity V at right angles to the string in the direction which will make the string begin to wind on the pulley. Prove that at any subsequent time t , the length z of the straight portion of the string is given by $z^2 = l^2 - 2aVt + V^2 t^2 / \lambda^2$, where $Mk^2 + ma^2 = \lambda^2 ma^2$. Prove also that if $l = a\lambda \sin \beta$, the particle will impinge on the pulley, and that the pulley will then have turned through an angle $\lambda(\beta - \sin \beta)$.

IV. Prove that the rate of change of angular momentum about the instantaneous centre of a body moving in a plane is $\dot{M}(k^2 + r^2)\omega + Mr\dot{r}\omega$, where r is the distance of the instantaneous centre from the centre of inertia and k is the radius of gyration about the latter point.

Prove also that the expression may be put in the form $\frac{1}{\omega} \frac{dT}{dt}$ where T is the kinetic energy.

An equilateral triangle rests with its plane vertical and two sides in contact with two smooth pegs in the same horizontal line. Prove that for a small oscillation about the position of equilibrium the length of the simple equivalent pendulum is $\sqrt{3}a^2/12(2c-a)$ where a is the side of the triangle and c the distance between the pegs.

V. Show how to determine the initial accelerations and reactions of a system of bodies in two dimensions which move from rest under the action of finite forces.

Three equal uniform rods AB , BC , CD , each of length $2a$, are freely jointed at B and C , and AB is free to turn about A . The rods are held in a horizontal straight line and are then let go. Prove that the initial angular accelerations of the rods are as $11 : -8 : 1$.

VI. A sphere which is rotating about a horizontal diameter with angular velocity ω is gently placed on a rough horizontal table, the coefficient of friction being μ . Discuss the subsequent motion, explaining carefully at each step the law of dynamical friction which is applied.

A sphere is at rest on a rough horizontal plane, the coefficient of friction being μ , and the plane is made to execute simple harmonic vibrations according to the law $x = b \cos nt$. Write down the equations of motion (1) when there is pure rolling, (2) when there is sliding, and show that if $\mu > 2bn^2/7g$ the motion throughout will be one of pure rolling, but that if $\mu < 2bn^2/7g$ there will be alternate periods of slipping and rolling. Which will take place initially?

VII. Establish Lagrange's equations of motion.

A circular ring of radius a rests with its plane vertical in contact with a smooth horizontal table. An angular velocity n about its axis and an angular velocity Ω about the vertical diameter are communicated to it. Prove that at any subsequent time the angle which its plane makes with the horizontal is given by the equation $(\sin^2 \theta + 2 \sin^2 \theta \cos^2 \theta) \dot{\theta}^2$

$$= 4n\Omega \cos \theta - (\Omega^2 + 4n^2) \cos^2 \theta + \frac{4g}{a} \sin^2 \theta (1 - \sin \theta).$$

Prove that it will not remain in a stable condition of steady motion with its plane vertical unless n or Ω is zero, and $a\Omega^2 > 2g$ in the former case, and $2an^2 > g$ in the latter.

VIII. A chain is at rest under no forces, and the ends are plucked with tangential velocities u_1 and u_2 . Find the equations for the impulse of the tension at any point, and the tangential and

normal velocities. Show that the kinetic energy communicated is $\frac{1}{2}(T_1u_1 - T_2u_2)$, where T_1 and T_2 are the impulses of the tensions at the ends.

IX. Prove Euler's geometrical equations for the motion of a body about a fixed point.

The middle point of one side of a uniform rectangle is fixed, and the line joining it to the middle point of the opposite side is constrained to describe a circular cone of semi-angle α with uniform angular velocity. The rectangle being otherwise free, find the positions of steady motion, and prove that the time of a small oscillation about the position of stable steady motion is equal to the period of revolution divided by $\sin \alpha$.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

HYDROSTATICS, HYDRODYNAMICS, AND OPTICS.

I. Show how to determine the positions in which a given solid can float in a liquid of given density.

Prove that if a homogeneous prism in the form of an equilateral triangle floats on water with the edges horizontal, there cannot be three positions of equilibrium with one and the same edge immersed unless the specific gravity of the material of the prism is less than .5625.

II. A circular hollow cone which is not weightless is lowered into water by a rope attached to its vertex so that its axis remains vertical. Find an equation for the volume of the compressed air in the cone when the vertex is at a given depth below the surface.

A cylindrical diving-bell hangs suspended in water by a chain attached to its upper flat end. Find an expression for the volume of air at atmospheric pressure which may be pumped into it before this position becomes unstable.

III. State the gaseous laws of Boyle, Dalton, and Charles respectively.

If gravity and temperature be taken to be constant throughout the atmosphere, prove that the barometric readings at the earth's surface and at an altitude z feet are connected by the

equation $\log \frac{h}{h_0} + \frac{z}{H} = 0$, where h_0 and h are the barometric readings and H is a constant.

Also, if gravity vary according to the natural law, and the absolute temperature be taken to vary inversely as the distance from the earth's centre, prove that the above equation must be modified into $\log \frac{h}{h_0} + \left(\frac{a}{H} - 2\right) \log \left(1 + \frac{z}{a}\right) = 0$, where a is the earth's radius in feet.

IV: Show that the equations of the capillary curve, formed by the surface of fluid in contact with a vertical plane wall, are

$$s - x = 2c \left(\cos \frac{\psi}{2} - \cos \frac{\alpha}{2} \right), y = 2c \sin \frac{\psi}{2}; s = c \log \left(\cot \frac{\psi}{4} \tan \frac{\alpha}{4} \right);$$

when the origin is taken at the point of intersection of the wall with the undisturbed plane surface, ψ is the angle which the tangent at any point makes with the horizontal, which is the axis

of x , $\frac{\pi}{2} - \alpha$ is the angle of contact, and the surface tension $= gpc^2$.

A very long plank of length l , thickness b , and weight W , floats in mercury, and is inclined sideways at an angle β to the vertical. If V be the volume immersed, show that

$$W - gpV = 2gpc^2 l \sin \alpha \operatorname{cosec} \beta + 2gpbc l \sin \frac{\alpha}{2} \cos \left(\frac{\pi}{4} - \frac{\beta}{2} \right) \operatorname{cosec} \beta.$$

V. Find the dynamical equations of motion for a perfect liquid, and determine the pressure at any point in the case in which a velocity potential exists.

Show that, if the motion be steady and irrotational, and if the pressure at one point be suitably adjusted, the average pressure for any part of the liquid falls short of the average "hydrostatic pressure" by the average kinetic energy, the averages being taken per unit volume.

VI. Define Stokes' Current Function and prove that if it be

$$\psi', u = \frac{1}{\omega} \frac{\partial \psi}{\partial z}, w = -\frac{1}{\omega} \frac{\partial \psi}{\partial \omega}.$$

Show that in the case of a source of strength m in the presence of an infinite plane boundary,

$$\psi = \frac{m}{4\pi} \left\{ \frac{z-c}{\omega^2 + (z-c)^2} \right\} + \left\{ \frac{z+c}{\omega^2 + (z+c)^2} \right\}.$$

VII. Prove that the velocity v of waves of length λ along the surface of liquid in a canal of rectangular section and depth h is

$$\text{given by the equation } v^2 = \frac{g\lambda}{2\pi} \tanh \frac{2\pi h}{\lambda}.$$

If the canal is of length l and has two plane vertical ends, and the surface of the liquid initially consists of two planes slightly inclined to the horizon, so that the depth at the highest point exceeds that at either end by the same amount β , prove that at any subsequent time the elevation of the liquid above the mean level at a point distant x from one end is

$$\frac{2\beta l}{\pi^2 b(l-b)} \sum_{n=1}^{\infty} \frac{1}{n^2} \left\{ l \cos \frac{n\pi b}{l} + (-)^{n+1} b + b - l \right\} \cos \frac{n\pi x}{l} - \cos \frac{n\pi ct}{l},$$

where b is the distance from the same end of the point at which the greatest elevation is initially formed, and c is the velocity of a wave of length $2l/n$ in an infinite canal of the same depth.

VIII. Explain what is meant by "dispersion," and prove that the dispersion of two rays of refractive indices μ and $\mu + d\mu$, passing through a prism of angle i is, in the usual notation, $\frac{\sin i}{\cos \phi' \cos \psi} d\mu$.

If $\mu^2 = 2$, show that there is only one case in which this is a maximum or minimum, and determine which it is.

IX. Define the characteristic function of a pencil of rays.

If the orthotomic surface at the origin of a small pencil is $z = \frac{1}{2}(ax^2 + 2hxy + by^2) + \frac{1}{6}(cx^3 + 3dx^2y + 3exy^2 + fy^3)$ to the third order, find the characteristic function for a point near the origin to the same order.

If u be the distance of the origin of light from the point of incidence of a ray on a refracting sphere, ϕ and ϕ' the angles of incidence and refraction of that ray, prove that a ray incident in the same plane at an adjacent point of the sphere at angular distance θ will after refraction intersect the refracted ray at a distance v from the point of incidence given by

$$\begin{aligned} \mu \cos \phi \left(\frac{1}{\rho} + \frac{\cos \phi}{u} \right) \left(1 + \frac{3\rho\theta}{u} \sin \phi \right) \\ = \mu' \cos \phi' \left(\frac{1}{\rho} + \frac{\cos \phi'}{v} \right) \left(1 + \frac{3\rho\theta}{v} \sin \phi' \right), \end{aligned}$$

neglecting powers of θ above the first.

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

ASTRONOMY.

I. Explain the method by which the collimation constant of a transit instrument may be determined without the use of collimators.

Show that the deviation to the east of the plane in which the line of collimation moves, when determined by the times t, t' ,

a circumpolar star of declination δ , is given by $\frac{\pi - (t - t')}{\cos \lambda \tan \delta}$, where λ is the latitude.

II. Show how to determine the latitude and the time from two altitudes of the same star and the elapsed time. Find the errors introduced by small errors in the observed altitudes, and show that these are least when the azimuths differ by 90° .

If the method be used at sea, show that the correction to be applied to the second zenith distance on account of the ship's motion is $\frac{n^2}{2} \cot z \sin^2 SZZ' - n \cos SZZ'$, where S is the first position of the sun, Z and Z' are the two zeniths, and n is the arc between them.

III. Find at what time of the year the sun passes most quickly from one zenith distance to another. Hence deduce the duration of shortest twilight in a given latitude.

IV. Explain fully how the Equation of Time vanishes four times annually.

If e , ω , v , a , represent respectively the eccentricity, obliquity, true anomaly, and right ascension of the sun, prove that the equation of time is a maximum when

$$(1-e)^{\frac{3}{2}} \{1 - \sin^2 \omega \sin^2 (v-a)\} = \cos \omega (1-e \cos v)^3$$

V. Find the geocentric motion in longitude of a planet, supposing the orbits of the earth and the planet circular and the inclination of the planet's orbit zero.

Show that, taking into consideration the eccentricities and inclinations of the orbits, the stationary points of a planet relative to the earth are given by the equations

$$l(\cos u' + e' \cos a') = l'(\cos u + e \cos a)$$

$\sqrt{l'} \sin u' \{1 + e \cos (u-a)\} = \sqrt{l} \sin u \{1 + e' \cos (u'-a)\}$ where u , u' are the arguments of the latitude, a and a' the longitudes of the perihelia reckoned from the line of nodes, $2l$, $2l'$ the latera recta, and e , e' , the eccentricities.

VI. Show that the moon's retardation in rising on successive days may be expressed in the form $m \sin n / \sqrt{\cos^2 \delta - \sin^2 \lambda}$, where m is the daily motion, n the inclination of the orbit, δ the declination, and λ the latitude of the place. Hence fully explain the phenomenon of the Harvest Moon. What would be the effect on this phenomenon if the celestial equator and the ecliptic were coincident? What is the corresponding phenomenon in the retardation of sunrise?

VII. Describe Flamsteed's method for determining the absolute right ascension of a star, and discuss the sources of error involved.

VIII. Explain generally how, from the value of the disturbing force of the Earth upon Venus and Mars, the parallax of the Sun may be determined. Explain why this method will eventually become superior in accuracy to other methods hitherto employed.

Prove that the Moon's path is always concave with respect to the Sun.

IX. Give a general account of the equilibrium theory of the tides, and explain the diurnal, semi-diurnal, and fortnightly tides. From the equilibrium theory, find an expression for the height of the tide.

X. State briefly what you know regarding

- (1) Motion of stars in the line of sight;
- (2) Tempel's Comet and the Leonid Meteors;
- (3) The satellites of Mars;
- (4) Recent speculations regarding the formation of cometary

tails.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER IN MIXED MATHEMATICS.

I. A particle is projected from a point A at right angles to Od with the velocity from infinity and describes the curve $r^m = a^m \cos m\theta$ (O being pole and Od initial line) under a central attraction towards O , the magnitude of which at A is μ . Another particle is projected from A at right angles to Od with the same initial velocity and describes the p^{th} pedal of the first orbit under a central attraction at O . Find the magnitude and law of this attraction.

Show that if $m = \frac{2}{n}$, where n is an integer, the hodograph of the second orbit will be a curve similar to but not similarly situated to the $(p + n + 1)^{\text{th}}$ negative pedal of the first curve.

II. Investigate the form assumed by a fine inextensible uniform string subjected to a central force.

Show that if the repulsive force be R , a particle can describe the curve with velocity T under an attraction TR , where T is the tension of the string.

Find the law of force to the focus when the curve is a parabola.

III. A small quantity of matter attracting according to the law of nature is spread out in the form of an ellipsoidal shell bounded by two similar and similarly situated ellipsoids. Determine the equipotential surfaces and the lines of force.

IV. Suppose that at every point of a material body the density is increased proportionately to the distance of the point from a fixed plane, and let the centre of inertia of the body so loaded be called the pole of the corresponding plane. If the closed surface which is the locus of the poles of all the planes tangent to and not cutting the surface of the body be given, show how to determine the moment of inertia of the body with respect to any axis or plane. Illustrate in the case of a homogeneous cylinder bounded by parallel elliptic faces.

V. Supposing an arc AB of a great circle of a sphere to denote the rotation of a rigid body fixed at the centre of the sphere about the axis of the great circle, show that if $ABC \dots K$ represent any polygon on the surface of the sphere, the finite rotations represented by $AB, BC, \dots KA$ compound into a rotation round the radius to A of magnitude equal to the area of the spherical polygon.

Show also that the finite rotations represented by $2AB, 2BC, \dots 2KA$ have a nil resultant.

VI. A symmetrical top of homogeneous material is of the form of a solid of revolution terminating in a fixed point. It is set revolving on a perfectly rough horizontal plane with angular

velocity n about its axis of figure, which is initially inclined at angle α to the vertical. Investigate fully the motion of the centre of gravity and of the instantaneous axis.

VII. A mass of homogeneous liquid, the particles of which are mutually attractive, rotates uniformly about an axis through the centre of mass. Show that an oblate spheroid is a possible form of equilibrium under certain conditions which you are required to determine when the law of attraction is either that of the direct distance or that of the inverse square of the distance.

VIII. Define a vortex in a moving liquid. Show that every vortex is composed of the same elements of the liquid and that the product of the angular velocity of any vortex into its cross-section is constant with respect to the time and is the same throughout its length.

IX. On what assumptions and how does Fresnel deduce the form of a wave of light traversing a biaxial crystalline medium? Show that if a line be traced on the surface so as to touch at each point the corresponding line of vibration, it lies on an ellipsoid concentric with the wave surface; and if the line be so traced as to be orthogonal at every point to the vibration, it lies on a concentric sphere.

X. Investigate the respective effects of parallax and aberration on the latitude and the longitude of a star. Determine the positions of a given star when the joint effects of parallax and aberration on (i) the latitude, (ii) the longitude respectively vanish.

SATURDAY, 24TH JANUARY, 2 TO 5 P.M.

PROBLEMS IN MIXED MATHEMATICS.

I. A mass M is thrown vertically up from the ground with velocity u . It has attached to it a uniform chain of length l and mass ml . Find the velocity in any position until the whole is again on the ground.

II. The velocity of a point has two components: one directed to a fixed point, the other parallel to a fixed direction. The ratio of the components is constant. Find the condition that the path may be a conic with the fixed point as focus and the fixed direction as principal axis.

III. A mass M of nebulous matter, whose particles attract each other according to the law $\frac{kmm'}{r^2}$ is in the form of a homogeneous sphere and is contracting symmetrically. Show that the total work of contraction from infinity to a radius a is $\frac{3}{5} \frac{kM^2}{a}$. Apply this result to the present circumstances of the sun.

IV. A flat disc with a perfectly rough upper surface is placed on a smooth horizontal plane, and on it is gently placed a sphere

rotating about a horizontal diameter lying in a vertical plane passing through the centre of inertia of the disc. Show that the centre of the sphere and the centre of inertia of the disc each describe a hyperbola in space.

V. Two planks of length l , and of flexural rigidity e , are each fixed horizontally at one end. One is of weight W ; the other is weightless, but has a weight W attached to its free end. Prove that the vertical displacement of the free end of the first is to that of the second in the ratio of 3 : 8.

VI. Find the centre of mass of a hemisphere in which the density at any point varies as the n^{th} power of its distance from a fixed point in the circumference of its plane base.

VII. Determine a periodic series which will represent the displacement at any time of a point in an elastic string, stretched in the form of a circular arc between two fixed points and then let go.

VIII. The density of a right circular cone at a point whose perpendicular distance from the base is x , is $\Delta(1+4x)$. The cone floats, vertex downwards, with a length c of its axis immersed in a fluid whose density at a depth z is given by $D(1+4z)$. Prove that

$$\frac{c^3 + c^4}{h^3 + h^4} = \frac{\Delta}{D}, \text{ where } h \text{ is the length of the axis of the cone.}$$

IX. A mass of water contains a sphere and is enclosed in a massless envelope, one point of which is jerked in a given direction with a given speed. Show that the kinetic energy of the water is less when the sphere is free to move than when it is fixed.

X. A beam of light parallel to the axis falls upon the spherical surface of a convexo-plane lens. Show that the aberration of the ray farthest from the axis is $\frac{\mu^3 - 2\mu^2 + 2}{2\mu(\mu - 1)} \cdot \frac{y^2}{r}$; where y is the radius of the circular plane face and r the radius of curvature of the spherical face.

XI. Find the curve traced out by the extremity of the shadow of a vertical gnomon on a horizontal plane in latitude λ when the sun's declination is δ , and show that it is an ellipse, parabola, or hyperbola according as $\cos \lambda <, =, > \sin \delta$.

BRANCH II.A.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. Explain the importance of an accurate knowledge of the mean density of the earth, and describe some method of measuring it, explaining the theory of the method.

II. Describe fully how the surface tension of a liquid may be determined by means of ripples.

III. Explain fully what is meant by osmosis, and state how the

osmotic pressure of a solution may be determined. Calculate the change in the vapour pressure due to the presence of salt in the solution.

IV. Investigate the flow of a viscous fluid through a cylindrical capillary tube.

V. Give an account of the different views regarding the nature of vowel sounds and the experiments on which they are based.

VI. Explain the sounds known as combination tones. How may the existence of such tones in the air be experimentally verified?

VII. A string is stretched between two points; investigate the vibratory motion of the string when the string is plucked.

VIII. Investigate the deflection of a beam loaded in the middle and freely supported at the ends. Show, also, that the depression of the middle point in this case is four times the depression in the case when the two ends are clamped.

IX. Explain how the oscillations of a flat spiral spring may be used to determine the coefficient of rigidity of the spring's substance.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

PHYSICS.

I. Explain the method of using a platinum resistance thermometer, and discuss its advantages and disadvantages.

II. Give the general form of the isothermals of a substance below its critical temperature, and indicate the points on them at which the substance is a saturated vapour. Show that the specific heat of a saturated vapour may be zero or negative.

III. Explain the method by which Joule and Lord Kelvin proved that no internal work is performed when a gas expands.

IV. Define *entropy* and explain how it is measured. Show that the entropy of a system tends to increase to a maximum.

V. Explain the terms *primary* and *secondary foci*, and *circle of least confusion*. Find the caustic formed when light diverging from a point is refracted at a plane surface.

VI. Explain how the method of total reflection may be used in determining indices of refraction.

VII. How are Newton's diffraction rings obtained and how are they accounted for?

VIII. How are halos and the allied phenomena explained?

IX. Give the construction for the wave surface in a crystal of Iceland spar when a plane wave falls upon it from air, and explain how it may be verified when the optic axis is parallel to the face of the crystal and to the plane of incidence.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. Investigate the action of one magnet on another; and explain how, from the results of this investigation, (1) the intensity of

magnetisation of a given magnet may be measured, and (2) the truth of the inverse-square-law of magnetic action may be tested.

II. 1. What is a magnetic shell? Explain what is meant by the strength of the magnetic shell, and ascertain the dimensions of the unit with which it is measured. 2. Determine the potential of a magnetic shell of a very small area at a point P which is at a distance r from its centre; and thence deduce the value of the work done in moving a unit pole from a point very near one face to a point very near the other face thereof.

III. State and explain clearly Ewing's molecular theory of magnetism, so as to show how it accounts for the phenomena of (1) susceptibility, (2) saturation, and (3) hysteresis. Explain, also, how it is both theoretically and experimentally demonstrable that diamagnetism is determined by the magnetic permeability of the diamagnetic substance.

IV. Define specific inductive capacity and explain its nature. How would you measure the specific inductive capacity of a slab of ebonite with the aid of a parallel-plate condenser? Fully describe the process you would adopt, and give its theoretical explanation.

V. 1. Show that, in accordance with the method of studying a field of force by means of tubes of force, the product of the strength of the field at any point along a tube of force into the cross section of the tube of force at that point is a constant quantity. 2. Apply this method to ascertain the force which is exerted between two small charged bodies when they are immersed in a dielectric of specific inductive capacity k , so as to be at a known distance from each other.

VI. How many the Peltier effect in a thermoelectric circuit be experimentally shown to exist, and how may it be measured? Explain its difference from the Thomson effect and the Joule effect, and show how all these three effects are necessary consequences of the principle of the conservation of energy.

VII. Explain the theory of the method by which the Committee of the British Association constructed the original standard ohm, and describe an experimental process by which the accuracy of the theoretically obtained dimensions of the electromagnetic unit of resistance may be demonstrated.

VIII. 1. Describe, and explain the theory of, Poggendorf's method for the comparison of electromotive forces. 2. Describe Kohlrausch's method of measuring the electric resistance of an electrolyte, and explain the reason of that which constitutes the special feature of the method.

IX. 1. State and briefly discuss the evidence in favour of Maxwell's electromagnetic theory of light;

or,

2. Explain the principles underlying wireless telegraphy, and give a general description of the action of the chief instruments which are used for the purpose.

WEDNESDAY, 21ST JANUARY, AT 10 A.M.

PHYSICS.

Practical Examination.

(Not more than one question in each section is to be attempted.)

A.

I. Determine the density of the given wire by measuring its diameter, &c., and check the result by weighing in water.

II. Verify by experiment the law regarding the relation between the length of a pendulum and its time of vibration.

III. Find the surface tension of the given solution.

B.

I. Find the correction to be applied to the length of a resonance column with the tuning fork of known pitch, the velocity of sound in air being given.

II. Determine the velocity of sound in glass.

C.

I. Find the focal length of the given lens.

II. Determine the refractive index for D of the given liquid.

III. Determine the wave-length of one of the lines in the lithium spectrum.

D.

I. Determine the coefficient of apparent expansion of the given liquid with the help of the given apparatus.

II. Find the specific heat of the given oil.

III. Demonstrate the relation between the boiling point and the vapour pressure in the case of the given liquid.

E.

I. Examine the distribution of magnetism in the given bar magnet, and represent the result by means of a curve.

II. Determine the value of H for this place.

F.

I. Measure the resistances of the given galvanometer and the given voltaic cell.

II. Compare the E.M.F. of the given Daniell's cell with that of the given Bunsen's cell, using the apparatus which is given, and demonstrate Ohm's law in relation to either of them.

III. Find the electro-chemical equivalents of copper and hydrogen, and compare the ratio of the results obtained with the ratio between their chemical equivalents.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. 1. How may hydrogen peroxide be formed by electrolysis, and from which electrode is it liberated when thus formed? 2. How may hydrogen peroxide be prepared in an almost pure state? 3. What changes take place when hydrogen peroxide acts on the

following substances:—(a) lead acetate, (b) mercuric oxide, (c) lead peroxide, (d) lead sulphide, (e) potassium iodide, (f) potassium permanganate in sulphuric acid solution.

II. State what reactions (if any) take place when aqueous solutions of the following salts are mixed:—(1) barium chloride and copper sulphate. (2) sodium chloride and copper sulphate. (3) potassium chloride and ferric fluoride.

III. The boiling point of 50 gms. of alcohol as indicated by a Beckmann thermometer is $3\cdot73^{\circ}\text{C}$. and the weight of a bottle containing ferric chloride is 15.7040 gms. After transferring some ferric chloride to the alcohol the weighing bottle and its contents weigh 13.9372 gms. and the boiling point of the alcoholic solution is now found to be $3\cdot98^{\circ}$. The alcohol constant is 1150. 1. What is the molecular weight of ferric chloride deduced from these figures? 2. Does this result correspond with the molecular weight as found by the vapour density method at a temperature of 448° ? 3. What difficulty (if any) would stand in the way of using water instead of alcohol in the above molecular weight determination?

IV. 1. When pure potassium manganate is treated with water a red solution is produced, and, when a concentrated solution of potassium hydroxide is added to it, the solution turns green. State by what reactions these changes are produced. 2. Describe how potassium permanganate can be prepared from manganese dioxide.

V. 1. Account for the slight difference in density of atmospheric nitrogen and of nitrogen prepared chemically. 2. How would you prepare pure nitrogen from its compounds? 3. Describe two methods by which free nitrogen may be made to combine with other elements.

VI. 1. An electric current, capable of depositing 4.32 gms. of silver from a solution in an hour, is led through 100 c.cm. of a 1 per cent. solution of copper sulphate for that length of time. What weight of copper will be deposited? [H: Cu: Ag:: 1: 63: 108]. 2. When electrolysis of a 3 per cent. solution of ordinary salt for disinfecting purposes, what is the resulting solution likely to contain? 3. What kind of electrode would you use for the purpose? State reasons. 4. How may caustic soda and chlorine gas be prepared electrolytically from solutions of common salt?

VII. If an excess of so called "hyposulphite of soda" is added to a solution of iodine, the latter is decolorised. State what takes place, and what light is thrown by this reaction on the constitution of the hyposulphite.

VIII. 1. How may absolutely anhydrous sulphuric acid be prepared? 2. What takes place if it is heated to 338° (the boiling point of ordinary sulphuric acid)? 3. How would you prove that sulphuric acid contains two hydroxyl groups?

IX. 1. How is pure hydrogen prepared, and for what purpose is it so prepared? 2. Describe two methods by which hydrogen may be made to combine with oxygen at ordinary temperatures.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

CHEMISTRY.

(Equations are to be given for all reactions referred to.)

I. Explain what is meant by the velocity of a reaction. Knowing the velocity of a reaction in a case where one substance alone undergoes change, deduce an expression for calculating the amount of the substance changed in a given time. Describe any case you know where the correctness of the expression has been experimentally verified.

II. State what happens when hydrochloric acid is added to a solution of sodium fluoride in water. Show how the thermochemical method may be used for ascertaining the extent of the change produced.

III. Give clear and concise instructions for the preparation of the following substances:—chromic anhydride, anhydrous ferric chloride, pure nitrogen peroxide, periodic acid, liquid phosphoretted hydrogen.

IV. A certain metal forms a chloride whose vapour density is 9.98 (air = 1), and the specific heat of the metal in the solid state is 0.0542. Find the atomic weight of the metal and deduce from these data the formula of the chloride.

V. Describe the action of sulphuric acid on metals, noting the effects of temperature and concentration.

VI. Name, and give the formulae of, the chief ores of magnesium and of zinc. Describe the methods of extracting these metals from their ores. Note the chief points of resemblance between these two elements and their compounds.

VII. Describe the method of isolating fluorine. A piece of fluor spar weighing 2 gms. gave on analysis 3.4872 gms. of calcium sulphate; calculate the atomic weight of fluorine. (A.W. of Ca = 40).

VIII. Describe in detail how the eudiometer may be used for ascertaining the composition by volume of ammonia, of ozone, of aqueous vapour, and of sulphuretted hydrogen.

IX. From a mixture of the sulphates of barium, strontium, and calcium how would you prepare pure samples of the carbonate of each metal?

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

MIXED MATHEMATICS.

I. 1. Define the moment of a force with respect to a point so as to explain the meaning of its magnitude and sign, and prove that a force and a couple acting in the same plane on a rigid body are equivalent to a single force. 2. Forces a, b, c, d, e and f act along the sides AB, BC, DC, DE, EF and FA of a regular hexagon. Find their resultant.

II. 1. State and examine the condition of equilibrium of a body under the action of three forces in one plane. 2. Two smooth

equal spheres rest on two smooth inclined planes and press against each other. Determine the inclination to the horizon of the line joining their centres.

III. 1. What is tension? Show that, in the case of an elastic string, it is proportional to its extension beyond its natural length. 2. An elastic string without weight is joined to two points A and H in a horizontal line, so that AB is equal to the natural length of the string; a ring of weight w is then slipped on. Determine the position of equilibrium

IV. 1. Find the centre of gravity of a pyramid on a quadrilateral base; and then show that it is the same as the centre of gravity of five heavy particles placed at the five apices, and a sixth equal but negative particle placed at the intersection of the diagonals of the base. 2. A quadrilateral lamina $ABCD$ is formed of two uniform isosceles triangles ABC and ADC , whose vertices B and D are on opposite sides of the common base AC , the angle ABC being a right angle. Prove that the lamina will rest in a vertical plane with BC upon a horizontal surface, provided the area of ADC be not greater than four times the area of ABC .

V. 1. Determine the mechanical advantage of a screw without friction, and show when its efficiency will be a maximum. 2. What must be the length of a lever at whose extremity a force of 1 lb. will support a weight of 1,000 lb. on a screw, the distance between the contiguous threads of which is $\frac{1}{4}$ inch?

VI. 1. Prove that the average pressure on any plane area immersed in a heavy liquid is equal to the pressure at its centre of gravity; and compare the resultant vertical pressure on the base of a hollow cone with that on the base of a hollow cylinder, when both of them are of the same height and are filled with the same liquid. 2. A parallelogram, of which the diagonals AC and BD intersect in O , is immersed in a liquid, so that AB is in the surface of the liquid; compare the pressures L , M , and N on the triangles AOB , BOC , and COD .

VII. 1. Define the centre of pressure, and find the centre of pressure of a vertical circle which is wholly immersed in a liquid. 2. If a sphere filled with water be divided by a vertical plane into two hemispheres, determine the position and magnitude of the lateral forces which shall just prevent their separation.

VIII. 1. Describe the common hydrometer and explain the principle by which it is graduated. 2. Find the weight of a hydrometer which sinks as deep in rectified spirits of specific gravity 0.866, as it sinks in water when loaded with a weight of 60 grains.

IX. 1. Explain what is meant by the height of the homogeneous atmosphere. Show how it may be proved to be a constant quantity in all places, and how, with its aid, a formula may be arrived at for the measurement of heights with the barometer. 2. The weights of a body in air are w and w' , corresponding to the heights h and h' of the barometer; find the weight corresponding to another height h'' of the same barometer.

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

I. 1. What is meant by the *average velocity* of a particle? Find the average velocity of a point executing simple harmonic motion for the time occupied in moving from the one to the other extremity of its range, its maximum velocity being 5 feet per second. Investigate an expression for the acceleration in any position of the moving point. 2. Find the time of a small vibration of a simple pendulum. Why is the time of a large vibration different?

II. 1. What is meant by the *relative velocity* of two moving bodies? Two equal circles touch each other and two moving points start in opposite directions from the point of contact and move on the circles with equal uniform velocity. Prove that the path of each relative to the other will be a circle whose radius is equal to the diameter of either of the first circles. 2. A person travelling in a railway carriage at 25 miles per hour due North finds that the wind appears to come 45° East of North. After rounding a curve of 30° to the right he finds that the wind now appears to come from a point 60° East of North. Determine the motion of the wind.

III. 1. What is meant by *angular velocity*? Show how to find the resultant of angular velocities about two intersecting axes. 2. If a body be rotating about an axis, and be subjected to an action tending to produce rotation about a perpendicular axis, what is the result? Illustrate this.

IV. 1. Show that in general there are two paths by which a mark can be reached by a projectile discharged from a given point with a given speed. 2. A particle is projected upwards at an elevation of 60° with a velocity of 48 feet per second from a point 128 feet above the ground. Find the direction of motion of the particle when it is at a height of 96 feet above the ground. 3. A particle projected at an elevation θ and with velocity v strikes a fixed vertical plane perpendicular to the vertical plane of projection and at a distance d from the point of projection. Find the height at which it strikes.

V. 1. Show that the times of descent of a particle down all chords from the highest point of a sphere are the same. 2. Find the straight line of quickest descent from any point P to a given surface. 3. Find the line of longest descent from one circle to another, both lying in a vertical plane.

VI. 1. Two balls, whose masses are M and m , respectively, impinge obliquely upon one another. Find an expression for the change of kinetic energy produced by the impact. 2. Prove that the directions of the relative velocities of two perfectly elastic spheres, before and after impact, are equally inclined to the line of centres at the instant of impact.

VII. 1. Show how to find the geometrical focus of a pencil of rays after direct refraction through a lens, the thickness of the lens being taken into account.

2. The curved surface of a thin plano-convex lens (of refractive index μ) is silvered, and an image of a luminous point on the axis is formed by two refractions at the plane surface and one reflection at the curved surface. Show that the position of the image is unaltered if the lens be removed and a concave spherical reflecting surface be substituted, the radius of which is to the radius of the curved surface of the lens in the ratio of $1 : \mu$.

VIII. 1. A pencil of rays undergoes refraction through a prism in a principal plane. Find an expression for the deviation of its axis, and investigate the conditions so that the deviation may be a minimum. If θ be the minimum deviation for rays incident on the prism, show that the angle of the prism cannot exceed $\pi - \theta$, and that the index of refraction of the prism cannot be less than $\sec \frac{\theta}{2}$.

2. ABC is a principal section of a prism. A pencil of rays is incident on the face AC at an angle θ , and, after reflection at the face CB , emerges from the face BA at an angle $\frac{\pi}{2} - \theta$. Show that $\sin 2\theta = \frac{1 - \mu^2 \sin^2 (B - C)}{\cos (B - C)}$; μ being the refractive index of the prism.

IX. 1. Find the conditions of achromatism of two prisms of angles i_1 and i_2 , refractive indices μ_1 and μ_2 , and dispersive powers d_1 and d_2 , respectively. 2. Determine the conditions of achromatism in an eye-piece formed of two lenses of the same material separated by a given interval.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD.

I. What is meant by the inductive or inverse application of the theory of probability? Explain your answer by giving instances of the uses that have been made of it.

II. Discuss the importance of accurate measurements in physical science, and illustrate the principal methods employed for securing the utmost accuracy.

III. What methods have been adopted for fixing and defining a unit of length? State the difficulties in each case. What unit was suggested by Prof. Clerk Maxwell as an invariable standard of length?

IV. Classify the different methods of eliminating error in the quantitative analysis of phenomena, and give instances of the actual employment of each of these methods.

V. Explain the uses of the 'method of means', and give examples of cases in which the geometrical mean should be employed. What is meant by the 'fictitious mean', and what purpose is served by it?

VI. Explain the 'method of least squares' for determining the most probable value of one or more unknown quantities in a series of observations.

VII. Explain fully the use of graphic methods of studying the results of experiment and observation.

SATURDAY, 24TH JANUARY, 1904, 2 TO 5 P.M.

SCIENTIFIC METHOD.

I. 1. What is meant by the *probable error* of an observation? Explain how you would obtain the *most probable value* of an observed quantity from measurements of unequal weight. 2. A triangular prism has its angle A measured 8 times, B measured 5 times and C measured thrice. The sum of the three observations is found to differ by 23" from two right angles. How should the 23" be divided in adjusting the values of the three angles?

II. Explain and exemplify:—1. Collective experiment. 2. Prediction by inversion of cause and effect. 3. Accidental exception to known laws of nature. 4. Facts known only by theory.

III. What is meant by the *probable error* of a single observation? It is required to measure a base line with a *probable error* of $\frac{1}{8}$ of an inch. Twelve measurements give a mean whose *probable error* is $\frac{1}{8}$ of an inch. How many additional measurements are necessary?

IV. Examine the importance of (1) negative arguments from non-observation, and of (2) negative results from experiment. Give instances from the history of physical science of erroneous conclusions that have been drawn from such arguments and results.

V. Distinguish between empirical and rational formulae. The following observations of temperature at various depths were made in a boring, the mean annual temperature at the surface being 10°6 C.

| | |
|---|---|
| 1 | Temperature at a depth of 20 feet = 11°·71 C. |
| 2 | " " 30 feet = 12°·82 C. |
| 3 | " " 40 feet = 14°·59 C. |
| 4 | " " 50 feet = 16°·14 C. |
| 5 | " " 60 feet = 17°·93 C. |
| 6 | " " 70 feet = 18°·56 C. |

Deduce from these observations an empirical formula, expressing underground temperature as a function of depth below the surface.

VI. What is meant by residual phenomena? To what causes may they be due? From the history of physics, give instances in which they have led to important discoveries.

BRANCH III-A.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

BOTANY (1).

I. Give an account of the characteristics of form and structure found in aquatic phanerogams both submerged and floating

II. Give an account of the life history of *Ophioglossum* or *Helminthostachys*.

III. Draw up an account of the essential characters of the natural orders Loganiaceæ and Gentianaceæ. Mention a few species of each order that are common in South India.

IV. Point out the more important modifications of the spikelet in South Indian grasses.

V. Refer the following to their natural orders or classes as the case may be, and mention their special characters:—*Lecanthus*, *Sirogonium*, *Gracilea*, *Turbinaria*, *Priva*, *Docidium*, *Halophila*, *Eria*, *Pediastrum*, *Ormocarpum*, *Actinopteris*, and *Raphidium*.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

BOTANY (2).

I. Give a brief statement regarding the various views which have been held concerning the movement of water in plants.

II. Name the principal additions to the science of Botany contributed by the following:—Schwendener, Strasburger, Nehemiah Grew, Sachs, Hartig, de Bary, Sir Joseph Hooker, Goethe, Lindley, Roxburgh.

III. Mention the different modes of leaf arrangement on the plant. How do you explain them?

IV. What are the uses of petals and sepals? Mention cases where the function of either deviates from the normal and also where any other part of the plant replaces them.

V. What are the general characters of the Ascomycetes? Give a classification of them and explain the main features of each sub-division by means of selected examples.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

BOTANY (3).

I. State with reference to the non-nitrogenous reserve materials of plants what is known as to their mode of origin, distribution, and ultimate disposal.

II. Write an essay on vegetable glandular tissue and its secretions.

III. Give a comparative account of the sexual cells of plants, tracing them upwards from their first appearance.

IV. Give instances of visible reaction to mechanical stimuli in higher plants and as far as possible explain the cause of the reaction.

V. Describe briefly the modes of secondary thickening—normal and abnormal—to be found in the stems of plants.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

ECONOMIC BOTANY.

I. Mention the various plants which yield the "hemp" of commerce. In each case give the place of origin in the plant and the particular use of the fibre in question, with notes as to their chief markets.

II. What are the principal grain foods of India? Give some idea of the geographical region of each form and the principal diseases to which it is liable.

III. Give the chief use to which the date tree is put. Distinguish in your answer between the date of South India and that of North Africa. Write a brief statement as to the possibility of introducing the latter into the Madras Presidency.

IV. What plants and parts of them produce the following substances:—arnatto, tragacanth, gunny, gutta-percha, sago, molasses, citric acid, myrobalans, truffles, padouk, spikenard, kapok, litmus, peppermint?

V. Enumerate the chief places where *tea* is grown. What are its chief diseases in India and which of them do you consider to be due to its mode of cultivation and treatment?

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

PALÆOBOTANY.

I. Give a general account of the fructifications of a few of the fossil ferns and discuss their relationship to existing forms.

II. Give an account of the fossil flora of India and indicate by means of a rough map the localities in which fossil plants have been found.

III. Describe Bennetites and discuss its affinities with the mesozoic Cycadaceæ.

IV. Draw up an account of the *Lepidodendro* as to their habit, range and affinities.

V. Refer the following fossil plants to their respective groups:—*Schizoneura*, *Glossopteris*, *Taxites*, *Palissya*, *Alethopteris*, *Pachytheca*, *Cingularia*, *Artisia*, *Nematophycus*, *Vertebraria*, *Pterophyllum*.

VI. Give an account of the first appearance of *Dicotyledons* as fossils. From a study of the chief genera what facts can be deduced as to changes in climate?

WEDNESDAY, 21ST JANUARY, 2 TO 5 P.M.

BOTANY—GENERAL PRINCIPLES.

I. Give an account of protoplasmic continuity in vegetable tissues and discuss the subject from the standpoint of the cell theory.

II. Criticise the evidence brought forward to show that flowers are groups of modified leaves, and give an historical account of this generalization.

III. Write an essay on variation, with special reference to instances that have come under your own observation.

IV. Describe the process of artificial grafting and indicate the conditions on which a successful graft depends. Give an account of graft hybrids.

V. Mention the chief types of flora met with in South India. Name some of the characteristic species and show how they are adapted to the conditions under which they exist.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY (1).

I. Demonstrate the presence of sieve tissue in the specimen A. Show clearly by means of appropriate reagents the nature of the contents of the sieve tubes.

II. With the help of the Flora determine the genus and species of the plants supplied.

III. Show by means of chemical reactions what reserve materials are present in the specimen B.

SATURDAY, 24TH JANUARY, 1 TO 4 P.M.

PRACTICAL BOTANY (2).

I. Prepare sections to show the growing point of the specimens A and B.

II. Make preparations of the specimens C, D, E, to show their internal structure and explain them by means of sketches.

III. Sketch and identify the Algae present in the sample of water provided.

MONDAY, 26TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY (3).

I. What is the matter with the plant provided? Illustrate your answer where necessary by microscopic preparations.

II. Make transverse sections of the specimen provided. Write a description of your section and with the aid of drawings demonstrate the nature of the object.

III. The fluid provided has certain forms of bacteria in it.

Write a brief statement as to how you would isolate these and make a permanent preparation demonstrating their presence.

IV. Identify the microscopical preparations on the table.

BRANCH III-C.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY (1).

I. Give an account of the structure, classification, and systematic position of the Ctenophora. What is dissogony?

II. Describe the anatomy of one of the Schizoneurini. Discuss the affinities of the Nemertini.

III. Give some account of the researches that bear on the question of the immortality of the Protozoa.

IV. Describe the development of the coelom in Peripatus. To what structures in the adult does the coelom give rise?

V. Give an account of the various views which have been held as to the classification of Fishes.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

ZOOLOGY (2).

I. Describe the histological structure of the Porifera.

II. Write a short essay on the practical study of economic entomology, with special reference to Southern India.

III. Give an account of the leading characters, distribution, and phylogeny of the Ratitae.

IV. Give a precise account of the dentition of the Rodentia, Insectivora, Monotremata, and Marsupialia.

V. Omitting all reference to domesticated animals, give an account of the Bovidae and Cervidae of the Madras Presidency.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY (3).

I. Describe the respiratory organs of the air-breathing arthropods, and discuss the various views which have been brought forward to explain their homologies.

II. Indicate briefly the features of special zoological interest in the following:—Anaspides, Archigetes, Bdellostoma, Ctenoplanea, Okapia, Perameles, Scolopendrella, Tinamus.

III. Give an account of the shell of recent cephalopods, and discuss its relationship to that of (a) other Molluscs, (b) extinct cephalopods.

IV. Cite as many instances as you can of striking sexual dimorphism in animals, and discuss the advantages of this condition to the species.

V. Write notes on:—1. The relationship of the Mollusca to other groups. 2. The origin of pentadactyle limbs.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

EMBRYOLOGY.

(N.B.— Only five questions are to be attempted.)

I. Write an essay on the value to be attached to a study of larval forms in determining the affinities of animals.

II. Describe the development of the external form of the body in scorpions. To what extent does the embryology of scorpions throw light on their supposed relationship with *Limulus*?

III. Describe the chief types of development which have been observed in the Porifera.

IV. Give an account of non-sexual reproduction in the Annelida. In which members of the group is alternation of generations met with?

V. State the distinguishing features of the larva, and briefly describe its subsequent metamorphosis in the following:— a heteronemertean, *Polygordius*, *Pedicellina*, *Argiope*, *Ichthyophis*.

VI. What light does embryology throw on the question of the segmentation of the vertebrate head?

VII. Give an account of Hubrecht's investigations on the foetal membranes of mammals.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

PALÆONTOLOGY.

I. Give palæontological evidence in favour of the view that the higher animals have been derived from lower forms.

II. What areas should be explored in order to obtain a representative collection illustrating the palæo-zoology of the Indian Empire?

III. Give an account of the more important types of fossil animals of the Devonian, Cretaceous, Miocene, Pliocene, and Pleistocene periods.

IV. Describe the apparatus and equipment which would be necessary for a palæontological expedition to the higher Himalayas.

V. Write a short essay on the researches of Cuvier, Owen, and Huxley, in the field of palæo-zoology.

WEDNESDAY, 21ST JANUARY, 2 TO 5 P.M.

ZOOLOGY—GENERAL PRINCIPLES.

I. "A speculative philosopher tell us that the Biological Sciences are distinguished" from the Physical Sciences "by being Sciences of Observation and not of Experiment. Of all the strange assertions into which speculation without practical acquaintance with a subject may lead even an able man, I think this is the very strangest." Give your opinion on this point.

II. Give an account of the contributions to Zoology made by Carl Claus and Albert von Kölliker.

III. Estimate the educational value of a study of Zoology.

IV. Write an essay on the phenomenon of Convergence in the animal kingdom.

V. Write an essay on Sexual Selection.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY (1).

I. Make a microscopical preparation of the radula from the mollusc supplied.

II. Dissect out the genito-urinary organs of the fish, and indicate the relationship of the various parts by means of a diagram. In the same specimen expose fully the air-bladder, and determine whether or not it has a pneumatic duct.

III. Make preparations and diagrams to show the structure and arrangement of the mouth organs in the insects provided.

THURSDAY, 22ND JANUARY, 1 TO 4 P.M.

PRACTICAL ZOOLOGY (2).

I. Report upon the Plankton supplied. Isolate as many forms as you can, and place them on slides or in watch glasses.

II. Stain and mount the specimen supplied.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY (3).

I. With the aid of the manual identify the specimen provided.

II. Make a dissection to show the nervous system of the mollusc supplied, and draw a diagram illustrating the dissection.

III. Draw and describe the microscopical preparations.

BRANCH IV.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY, THEORY (1).

I. Describe with illustrative diagrams, the various sensory areas in the cerebrum. Mention the nature of the experiments by means of which the present results as to localisation have been arrived at.

II. Show the importance of the work of Fitch and Hitzig, Flechsig, and Ramon y Cajal in connexion with brain and nerve physiology.

III. Various opinions have been held as to the factors which enter into the perception of space. Mention and criticise these

opinions, and, on the basis of your criticism, give an analysis of space perception.

IV. Discuss the applicability of the following quotation to Dr. Bain's statement of the doctrine of association : "When we proceed to examine the prevailing expositions of association we remark that under one name or another a subsidiary process is invariably presupposed which seems identical with the 'assimilating' process found in perception."

V. State and examine any modern Theory of Pleasure-Pain with which you are acquainted. Do you think it possible to maintain that "every act of consciousness begins and ends with pure feeling"?

VI. Say, with reasons, whether you agree or do not agree with the statement that "the conative consciousness does not contain any specific conscious process other than sensation and affection." Analyse the state of Decision.

VII. It has been asserted that "Belief is an attitude of consciousness towards its object fundamentally distinct from simple apprehension." State the arguments which are adduced in favour of this position, and estimate their value.

VIII. Carefully examine the views that have been taken as to the relation of Belief to Imagination on the one hand, and of Belief to Will on the other.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY, THEORY (2).

(N.B.—*Parts I and II should be answered in separate books.*)

Part I.

I. Since all knowledge is relative the absolute is necessarily unknowable. Examine this statement, and give a brief account of the historical discussion of the question.

II. Give a critical statement of Berkeley's idealism. Do Berkeley's theories necessarily lead either to an absolute idealism or a thorough going phenomenalism?

III. State and examine the ontological arguments for the being of God.

IV. Give an account of the Platonic doctrine of ideas, and state and discuss Aristotle's criticism of it.

Part II.

V. "Kant does not regard the first two Antinomies in the same light as the third and fourth." Show how the truth of this remark is brought out by the solutions which Kant offers of the Antinomies.

VI. "The use of the term 'subconsciousness' is to be deprecated. Until it can be shown that there are mental facts which cannot be explained either by psychological analysis or psychological processes any reference to 'Subconsciousness' is out of place." Discuss this statement.

VII. Lotze criticises the proof of the First Antinomy in the following way:—"I confess to having always found something questionable in the relative position which Kant assigns to the thought of the endlessness of time on the one hand, and that of the impossibility of completing the endless series by synthesis on the other." Höfding's criticism on the proof of the Third Antinomy is:—"Kant does not succeed in proving that a belief in the freedom of the will is compatible with the conformity to law of the empirical character." Examine these criticisms.

VIII. Show in what precise ways Kant's treatment of the Antinomies has influenced (a) his ethical system, (b) Hegel, (c) Hamilton.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY (HISTORY).

Spinoza and Sankara.

I. It has been pointed out that Spinoza's philosophy is implicitly a form of Idealism.

Account for the fact that Spinoza lost sight of Descartes's central principle. Is Sankara in this respect nearer to Descartes than Spinoza?

II. To the proposition 'infinite being is absolute affirmation' it may be said such pure affirmation (S is S) is meaningless and inconceivable. A negative element, difference, must be present in all affirmation (S is P). Explain.

III. Goethe admires Spinoza for "the inflexible regularity of his logical procedure," while others detect palpable hiatus between the different parts of his so called 'System,' e.g., (a) in passing from substance to attribute; (b) from substance to modes; (c) in the doctrine of infinite modes; (d) in the transition from bondage to freedom. Discuss this.

IV. Compare Spinoza's treatment of finite individuals and the illusions of the imagination with Sankara's doctrine of Maya.

Which view, in your opinion, is the most consistent?

V. "The axiom which our European idealists often state in the form: *No object without a subject*, is always, in one shape or another, upon the Hindoo's lips. He states it less technically but he holds it all the more intuitively."

Explain this statement of Prof. Royce.

Does Sankara face the Epistemological problem?

VI. Spinoza's god is the "hypostasisation of the abstract formula of a logical unity of the universe, a unity indifferent to every content and intrinsically empty." Discuss this.

VII. "Though Monism would be an excellent theory when the world-process was ended, it is for this very reason quite inapplicable and extremely mischievous while it is still going on." Examine this and trace the ethical consequences of Monism in Spinoza and Sankara.

VIII. Hegel claims by the substitution of *subject* for *substance* to have solved what to Spinoza proved insoluble. Consider this.

IX. Who sees the one same living lord in every being dwell,
Unchanging still 'mid endless change, that man alone sees,
The self that knows its very self to every being given, [well,
That self can never hurt itself : so runs the road to Heaven.
Discuss Sankara's teaching as to the relation of Atman to Paramatman.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY (AUTHORS).

Ward's Naturalism and Agnosticism.

I. 'A crude recrudescence of neo-panthéism..... inconsistent with the bright and clear teaching of *realities* and faith in realities,' is Lord Kelvin's characterisation of this book.

Taking the hydro-kinetic theory as an example, show, as briefly as you can, how Ward disposes of its claim to explain, or even describe, 'reality,' i.e., 'what actually goes on *behind* what we can see or feel.'

II. 'Those who insist that the quantity of phenomenal energy in the universe *must* be constant seem to me in the same position as one who should maintain that the quantity of water in a vast lake must be constant merely because the surface was always level, though he could never reach its shores nor fathom its depths.'

Discuss this criticism of Spencer's "experimentally established induction."

III. The Synthetic Philosophy is a gigantic mango-trick, in which 'new elements (*e.g.*, Heterogeneity, Life, Consciousness) are adroitly taken up as the synthesis advances, although they seem to have been swept from the board before the performance commenced.'

Is this estimate, in your opinion, just or unjust, and why?

IV. In self-conservation and Hedonic selection 'we seem to have a power working in a direction contrary to the 'down hill tendency' of energy to assume a useless form (entropy).'

Explain the difference between these teleological factors and what is called 'natural selection.'

V. Distinguish the psychological and the psycho-physical stand-points, and these again from the epistemological.

The conscious automaton theory cannot account for the "illusion" of activity, for it 'excludes the very experiences which make the illusoriness apparent.' Explain.

VI. Show how the Huxleyian parallelism of phenomenal and epiphenomenal becomes *inverted* in the school of Kirchhoff and Mach.

What is meant by saying that the 'Two articles of the Agnostic gospel' really contain an implicit Idealism?

VII. 'The fallacy of naïve realism is one step towards dualism; the hypothesis of Introjection supplies the other.'

How does Ward account for the first fallacy? Explain the working of Introjection.

VIII. 'The subject of universal experience is one and continuous with the subject of individual experience.'

Give an outline of the argument by which Ward arrives at this conclusion.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

THEORY OF LOGIC.

(N.B.—Parts I and II should be answered in separate books.)

Part I.

I. What view of the relation between Logic and Metaphysics is consistent with 1. Objective Logic, 2. Subjective Logic? State the problems of Logic that involve Metaphysical assumptions. What do you understand by theory of knowledge? And how is it related to Logic?

II. Is there such a thing as a science of Statistics? How is it related to Induction? How does the problem of Libertarianism vs. Determinism affect it?

III. "Syllogism and Induction correspond to the two great aspects of existence and ways in which things are known." Examine this statement.

IV. What Logical Method of investigation would you employ in 1. Ethics, 2. Politics, 3. Metaphysics? Give concrete illustrations wherever possible.

Can experiment find a place in these sciences?

Part II.

V. Give a brief account of the various views which have been held regarding the Import of Propositions. *

What is meant by the Existential Import of Propositions? Give some of the leading views on the subject.

VI. State and examine Mill's theory of the origin of Geometrical truth.

VII. What different proofs have been advanced of the Law of Causation?

What is the logical connection between the Law of Causation and the Law of the Uniformity of Nature?

VIII. The Inductive Methods have been called Weapons of Elimination. Discuss the appropriateness of this description.

Do these serve as methods of proof or of discovery?

Discuss the question whether these methods may not be more appropriately termed Deductive methods.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

LOGIC (HISTORY.)

(The Science of Logic as conceived by Hamilton, Spencer, Mill and Green. Theories of Causation).

I. Give Hamilton's definition of Logic and Mill's criticism of the same.

What is Green's view of the function of Logic and how does it follow from his Metaphysics of Knowledge?

II. State Hamilton's Theory of Concept and examine critically his attempt to show that nominalists and conceptualists are really at one.

III. Mill says that propositions are not assertions respecting our ideas of things but assertions respecting the things themselves. Examine this position and show how far it is compatible with Mill's own Theory regarding the reality of 'things themselves.'

IV. What is Hamilton's doctrine of the Quantification of the Predicate? Examine his contention that this doctrine is a more correct representation and analysis of the reasoning process than the common doctrine of the syllogism.

V. Referring to Mill's Theory of the Syllogism, Green asks: Is the 'particular' of which an attribute is asserted in the conclusion one of the particulars which have been already observed to have this attribute or is it not? If it is, then there is no inference to it If it is not, how is the inference justified?

State (1) how Mill will meet this criticism, and (2) Green's own theory of inference.

VI. Give (1) Mill's criticism of Hamilton's statement of the Law of causation and (2) Hamilton's criticism of (a) What is known as the volitional theory of causation; (b) The doctrine of Wolff and the Leibnitzians which attempts to establish the principle of causality upon the principle of Contradiction.

VII. Referring to the old controversy between Mill and Whewell as to whether conceptions are abstracted from facts or super-induced upon them, Green points out that the dispute turns on a false view of the relation of the mind to facts. Explain and criticise.

VIII. State and criticise Spencer's doctrine of the Universal Postulate. Mill says that the inconceivability of the contradictory of a proposition is so far from being a mark of its (so-called) necessary truth, that it is not even a certain mark of its being true at all. How does he prove this?

Hamilton agrees with Mill in rejecting inconceivability as a certain mark of falsity. For what reasons?

THURSDAY, 22ND JANUARY, 2 to 5 P.M.

LOGIC (AUTHORS).

Sigwart's Logic. Part III. Chapters V to VII.

I. Summarize briefly the position of Sigwart in regard to logical theory, and indicate in what respects his view differs from the empirical-logic theory of Mill. What are the points of agreement between Sigwart and Jevons?

II. State and criticize Aristotle's conception of Induction. "The induction of Bacon is in no way opposed to the *Organon* of Aristotle." Explain?

III. Distinguish between induction as a psychological fact, and induction as a logical method. What are the main problems connected with each?

IV. "Taking away with one hand what he gives with the other, Mill shows in the uncertainty of his views the helplessness of pure empiricism, the impossibility of erecting an edifice of universal propositions on the sand heap of shifting and isolated facts, or, more accurately, sensations; the endeavour to extract any necessity from a mere sum of facts must be fruitless." How far are these criticisms justifiable?

V. What is the logical application of the Darwinian theory? Note particularly its bearing on what Sigwart terms the Induction of Concepts.

VI. State Sigwart's view of the relation of the law of Causation to the theory of Induction. How does the law of conservation of energy affect the theory of causation?

VII. What is meant by explanation? What different forms of explanation does Sigwart recognize? Discuss the value of explanation which takes the form of Historical investigation.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

ETHICS (THEORY).

I. Is morality the whole end of life from all points of view or is it one view of the whole?

II. Discuss the statement that self-realisation cannot be the End, any more than it is the *ultimatum* of moral existence in time.

III. Is the question of the End of Ethics the same as that of the Standard? If we take Perfection to be the End, what must be the Standard?

IV. Discuss the relation of Ethics to Politics regarding, (a) the end to be pursued, (b) the laws regulating its pursuit.

V. Is the individual living for the State or the State for the individual? What bearing has your answer on the origin and meaning of Rights?

VI. Do you think it sufficiently comprehensive and ethically right to sum up all the functions of the State in the one function of protecting equally all the liberties of individuals?

VII. From the standpoint of Spencerian or Evolutionary Ethics, is there any possibly assignable reason that the might of the stronger must be limited by the right of the weaker? What meaning can Right and Duty have in such a system?

VIII. May it be a positive duty to resist the laws of the country? Is the case of resisting laws disposed of in the same way as that of merely refusing to obey them?

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

ETHICS (HISTORY).

I. Explain the exact meaning of the Stoic formula: "Living according to Nature." How far does this meaning agree with that of Butler's statement of the same?

II. "Asceticism is a system which teaches man not to govern his wants by subordinating them to reason and the law of duty, but to stifle them entirely, or at least to resist them as much as he can." With what system known to you does this statement agree? Is there no other way of defining asceticism and assigning it a place in Morals?

III. Compare the Kantian and the Stoic systems in their respective view of the Summum Bonum and the Freedom of the Will?

IV. Is Kant's maxim of treating humanity as an end consistent with or merely another way of stating the principle of universal consistency in action?

V. What place is there in Kant's system for love of Duty and virtue as a developed habit?

VI. Compare the position of Conscience in Butler's scheme with that of Duty in Kant's. What is the ultimate basis of moral obligation in both these systems?

VII. Discuss the Hegelian view of Right as *realised freedom* and compare it with the Kantian view.

VIII. How does the harmony between virtue and happiness become a postulate of Kantian Ethics? What kind of happiness is postulated thereby?

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

ETHICS (AUTHORS.)

Spencer's *Principles of Ethics*, Vol. II.

I. On what grounds does Spencer justify the attribution of morality to animals, and what does he consider the laws of sub-human justice?

II. State and critically examine Spencer's formula of justice.

III. On what is the idea of property based? In a highly developed community where the distribution of wealth is determined by competition, can the "rights of property" be based on any abstract principle of justice?

IV. The ethics of the State and the ethics of the family are opposed in nature. Examine this statement.

V. What exceptions does Spencer admit to the right of free contract? Can the principle which underlies these exceptions be restricted to the few special cases in which he applies it?

VI. State and examine Spencer's views of the nature and functions of the State.

VII. What would Spencer say on the question of:—(a) The establishment of municipal bakeries; (b) The united family system?

Would you consider his position with regard to these questions unassailable?

VIII. Mr. Spencer's ethical principles only apply to a society in which social inequality determined by competition prevails. As such a society is founded on a non-moral, if not an immoral, basis his principles have really no more ethical value than the rules of cricket or football. How and with what success does Spencer meet this objection?

BRANCH V.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ANCIENT HISTORY.

[*History of Rome B.C. 133—B.C. 44.*]

N.B.—The first *five* questions should be answered and any *two* of the last four.

I. Describe the social and economic condition of Italy at the beginning of this period. Classify the various parts of the Roman State as then constituted. How do you account for the weakness of the Senate?

II. Describe the provincial system, showing the effect it had upon the constitutional troubles of the period.

III. Explain the following statement:—'The same wave of indignation and suspicion which for the moment checked Caesar's rise carried M. Tullius Cicero to the height of his fortunes.' Estimate the political aspirations and career of the latter.

IV. Give an account of the relations between Caesar and the Senate from B.C. 59 to B.C. 49; and discuss the question whether he was justified in making an appeal to force.

V. Compare the characters of Marius and Caesar, illustrating your statement by events in their lives.

VI. Contrast the methods of Tiberius and Gaius Gracchus, and explain why each failed.

VII. Give an account of the political parties in Rome in B.C. 100, and trace carefully the events that led to the domination of Sulla.

VIII. Estimate the policy and aims of Sulla. How far were any of his reforms permanent?

IX. Describe accurately (a) the campaign of Pompey against Mithradates and (b) the battle of Pharsalus, and the events that led up to it, with plans.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

MEDIAEVAL HISTORY.

(The Angevins in France and England.)

I. Draw a map of the continental dominions of the Angevins at their greatest extent, indicating (a) the original territory of the house; (b) the date at which each acquisition was made; (c) the portion that remained in Angevin hands in 1216.

II. How far is it accurate to speak of a common Angevin character and a continuous Angevin policy in the Angevin dynasty between 843 and 1243 A.D.?

III. Give an account of the career of Fulk the Black and estimate its importance in the history of France.

IV. What were the occasions and causes of the disputes between Henry II. and Becket? How far was the latter defending necessary liberties and how far claiming privileges detrimental to the interests of the nation? Point out the influence of continental politics upon the course of the quarrel. Estimate its results.

V. Describe the administrative system of Henry II. Examine its strength and its weakness as illustrated in the reign of Richard I.

VI. Show clearly the points at issue in the conflicts of John with (1) the Pope, (2) the English Church, (3) the Barons. How far is it possible to defend the King's attitude in any or all of these conflicts?

VII. Classify the original authorities for the history of the Angevins from 843 to 1243 A.D. Give some account of a leading example of each class.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

MODERN HISTORY.

[History of Europe from 1849 to 1871.]

I. Draw a map of the Austrian dominions at the beginning of this period. Trace the effect of nationalism upon their history from 1849 to 1871.

II. Point out the obstacles in the way of German unity in 1849. How had they been overcome by 1871?

III. Give a clear account of the steps by which Louis Napoleon reached the Imperial throne. Describe the constitutional position of the French Emperor.

IV. Examine the development of Cavour's policy. How did it differ from Mazzini's and from Garibaldi's?

V. State clearly the aims of each of the Powers concerned in the Eastern Question in 1853, and trace the effect of the difference of their aims upon events from 1853 to 1856.

VI. Sketch in outline the operations of the Franco-Prussian War.

VII. Estimate the progress of Constitutionalism in Europe during this period.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

HISTORY OF INDIA.

[*The Muhammadans in South India, 1310-1688.*]

I. Describe the work of each of the chief Muhammadan historians of South India, and estimate its value as an historical record.

II. Describe the circumstances that led to the establishment of the Bahmani Kingdom. Trace and account for the rapid growth of its power under its first king.

III. State the causes and results of the wars waged with Vijayanagar by (a) Muhammad Shah I, (b) Firoz Shah, in 1417, and (c) Ahmad Shah I.

IV. Show how the jealousy between the Deccani and foreign Muhammadans affected the history and finally led to the break-up of the Bahmani kingdom.

V. Describe the events that led up to the downfall of Vijayanagar; and indicate the effects of its fall on the subsequent history of the Muhammadan states in the Deccan.

VI. Give a clear account of the part played by Malik Amber in maintaining the independence of Ahmednagar, briefly referring to the circumstances that favoured him.

VII. Show in detail the contrast between the Imperial power in the Deccan when Aurangzib was its Viceroy and about the year 1655 A.D.

VIII. Give a brief but clear account of the conquest and annexation of Bijapur and Golconda by Aurangzib. Examine Aurangzib's policy with regard to them in the light of subsequent history.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORICAL SUBJECT OR INSTITUTION.

(*The First Century of the East India Company.*)

I. What trade models had the East India Company before them when they started their business, and what modifications did they introduce, in framing their own organisation?

II. Give some account of the collisions that took place between the British and the Portuguese in India down to the year 1622, and state the causes of the decline of the latter.

III. Under what circumstances was the treaty of 1619 concluded between the British and the Dutch East India Companies, and why did it prove abortive?

IV. 1. Explain how the rise, character and growth of the Company's first settlements on the Bombay, Madras, and Bengal coasts were influenced by the differences in the political conditions prevailing in each. 2. State the main points in Mandelslo's sketch of the English factory at Surat.

V. Describe the change made in the constitution of the Company by Cromwell's Charter of 1657, and show how it represented the spirit of the times.

VI. Describe the political condition of India about the year 1680, and explain how it helped to decide the conflict of opinion as to the best mode of securing the Company's interests in India.

VII. How did contemporary opinion in regard to economic and mercantile matters hinder the prosperity of the Company's trade, and how did the Civil Wars help to advance it?

VIII. Explain clearly (a) why the New East India Company was formed in 1698, and (b) what brought about its amalgamation with the Old Company.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

SCIENCE AUXILIARY TO HISTORY.

[*South Indian Architecture.*]

I. Consider the influence of geological features on the monuments at Ajunta, Ellora, Hullabid, Bijapur, and Madura.

II. 1. How far does a comparison of the rail of Amaravati with those of Sanchi and Bharhut enable us to judge of their respective ages? Discuss the value of the sculpture on the Amaravati rail in connection with our knowledge of Buddhism.

or

2. Describe briefly the remains in South India of Jain architecture, mentioning their localities, and drawing attention to those characteristics that appear to point to a wooden origin.

III. Discuss the evidence as to the date of the *raths* at Mahabalipuram; and consider their relation to earlier and later styles.

IV. Describe, with sketches, the chief characteristics of Dravidian and Chalukyan architecture as regards:—(1) openings (doorways and windows); (2) roofs; (3) columns.

V. Draw a rough ground-plan of the group of buildings around the temple of Chidambaram or Rameswaram; give a general description of the group you select, and discuss the evidence as to the date of construction of that group.

VI. Describe with special reference to plan and ornamentation the Hoysaleswara temple at Hullabid.

VII. Shew by drawings and description how in the structure of the dome of Mahmud's tomb at Bijapur the lateral thrust is counteracted.

or

Compare the general design of the great mosque at Gulbarga with that of the Jumma Masjid at Bijapur.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

INTERNATIONAL LAW.

I. Trace the development of international relations from the earliest times, noting the principles underlying them.

II. Discuss the appropriateness of the term "International Law."

III. "In applying to the discovery of new countries the same principles which the Romans had applied to the finding of a jewel, the Publicists forced into their service a doctrine altogether unequal to the task expected from it." Explain and illustrate this statement by reference to historical disputes.

IV. Point out, with historical examples, the rights arising under the right of self-preservation.

V. Distinguish between the two branches of the law of neutrality and show how they have been confused.

VI. Discuss the position of a belligerent in occupation of enemy territory. How is such occupation constituted and to what rights and duties does it give rise?

VII. Under what conditions may neutral persons and property be clothed with an enemy character?

VIII. Point out the conditions under which a blockade is instituted, maintained, and brought to an end, and its effect on neutrals.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY (1).

I. Discuss, with historical references, the conditions that affect (1) the increase of the labouring population in a country, (2) their vigour, (3) their industrial skill.

II. What does Marshall mean by External and Internal Economies of Production? How are these economies limited? What are the chief forms of modern business management, and how does their growth affect the market for marketed business ability?

III. What are the conditions that determine the ordinary rate of profits in a country at a given time? State Mill's doctrine of the tendency of profits to a minimum, explaining carefully the conditions he assumes for its operations. What are the causes

that in a country like England at the present day counteract this tendency? How does Mill apply this doctrine in his discussion of a tax on Profits?

IV. Distinguish between General and Particular Prices. How are the former determined and how measured? Give a summary of Mill's account of how credit affects prices. Explain shortly the method by which a large and sudden increase in the gold reserve of the Bank of England affects General Prices.

V. 1. Summarise the economic changes of the sixteenth century in England.

2. Describe and account for the condition of the working classes of England during the half century that preceded the Poor Law Act of 1834.

VI. What steps does Ingram infer as being at once practicable and urgent in the direction of a renovation of economic science? Illustrate your answer by references to the history of the science.

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY (2).

1. What are the peculiarities which distinguish the action of demand and supply in relation to Labour from the operation of the same forces in relation to the other factors of production? What does Marshall mean by saying that the importance of these peculiarities depends on the cumulativeness of their effects?

II. What is meant by an increase in (1) the Normal Demand, (2) the Normal Supply of an article. Trace the effects of each on production according to the different conditions of that production. Hence show the effects on Consumers' Rent of (a) the levying of a tax, (b) the granting of a bounty on production, and deduce some exceptions to the doctrine that it is best that each should spend his income as he pleases.

III. Is taxation always an evil? Criticise the statement "Every tax creates a new ability in the subject to bear it, and each increase of public burdens increases proportionally the industry of the people." Illustrate from the history of taxation the value of the following canons:—Taxes should be (1) *Productive*, (2) *Economical*, (3) *Elastic*, (4) *Certain*.

IV. Account for Mill's approval of the doctrine that loans as compared with taxation are economically disadvantageous. Give the rules laid down by Bastable as governing the choice to be made between loans and taxation, with a summary of the arguments he adduces in support of them.

V. "Do the strongest forces of the social development of our time really tend towards the superseding of the present economic order and towards the establishment of a new and wider order based on collective capital and associated labour?" Show that this question is fundamental to Karl Marx's doctrine and indicate the grounds on which his answer is based.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY (3).

Essay.

Write an essay on any one of the following subjects:—

I. "If we are asked whether this doctrine of rent, and the consequences which Ricardo deduced from it, are true, we must answer that they are hypothetically true in the most advanced industrial communities, and there only (though they have been rashly applied to the case of India.....) but that even in those communities neither safe inference nor sound action can be built upon them."—*Ingram*.

II. With special reference to India. "The true key-note of economic progress is the development of new activities rather than of new wants."—*Marshall*.

III. "There remains to be noticed.....the theory that the amount of the land revenue taken by the Government of India, in one form or another, from the people is mainly responsible for famine, with its corollary that, were the assessments diminished, famines would be less frequent, or that at least, when they do occur, they would cause infinitely less suffering."—(*Resolution by the Governor-General of India in Council No. 1 dated the 16th January 1902.*)

BRANCH VI.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY.

NOTE.—Candidates are informed that, in order to obtain full marks, it is not necessary to answer all the questions in this paper. They are recommended to select such questions as they can answer in the time allowed.

I. Give some account of the "Discovery of Sanskrit." Show that it led to the Aryanisation of Philology.

II. Discuss the part played by onomatopoeia in the origin of language, and show that language begins in sentences.

III. Show by illustrations (transliterated into the English alphabet, and fully explained), that the Dravidian languages are agglutinative and Sanskrit inflectional.

IV. What are the three great causes of change in language? Which does Professor Sayce think has attracted more than its share of attention and why does he think so?

V. Explain clearly how differences of vowel sound are produced by the vocal organs. What has pitch to do with the pronunciation of vowels and "tone" with that of sentences?

VI. "Myths are the creation of language." Develop this.

VII. "Language is a social product, not a racial one." State and illustrate the consequences of these facts.

VIII. Show that History and Logic have derived help from Comparative Philology.

BRANCH VI—ENGLISH.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE ENGLISH LANGUAGE.

N.B.—*Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. Those marked with an asterisk should, however, be attempted.*

* I. Translate the following passages. To what periods of the language would you assign them, and why?

- (a) Hwæt! We gefrunan on fyrndagum
Twelve under tunglum tireadige hæleð
þeodnes þegnas no hira thrym alæg
camprædenne þonne cumbol hnæotan.

þæt wæron mære men ofer eorðan
frome folctogan and fyrdwhate
rife rincas þonne rond ond hond
on herefeldas helm ealgodon
on meotudwange.

- (b) The king that all for-travailt wes,
Saw that hym vorthit slep neidwais ;
Till his fostir-brothir he sais,
' May I trast the me to valk,
Till I a litill sloping tak ?' .
' 3ha Schir,' he said, ' till I may dre.'
The kyng than vynkit a litill we,
And slepit nocht full ynkurly,
Bot glifnyt vp oft suddandly,
For he had drede of thai thre men,
That at the tothir fyre war then,
That thai his fayis war he wyst,
Tharfor he slepit as foul on twist.

II. Who was Ulfilas? Of what importance is his work in the history of the English language?

III. In what respects does Old English preserve the original Germanic vowel scheme more faithfully than Gothic?

* IV. Explain vowel gradation and give the conjugations forming "the key to the whole system of gradation."

V. Name the Middle English dialects and mention some of the chief characteristics of each.

* VI. Trace the steps by which the old synthetic English has become the modern analytic tongue we now use.

* VII. The growth of the English tongue is usually divided into five periods. What are the special characteristics of the third period?

* VIII. (a) Give the history of the absolute construction as found in English. (b) What are the various functions of the dative case?

IX. (a) Write notes on the derivation of *kettle*, *rummage*, *bury*, *proxy*, and give other illustrative examples of the etymological forms involved. (b) The following Norman French words are found in a work written before 1300. Which of them are still in use, and in what forms? *Neyce*, *garsonnes*, *enuesure*, *raunson*, *soudan*, *maistric*, *auntred*, *bagnet*, *justyng*, *male-aperte*.

X. "Modern English spelling is open to much criticism." Show the truth of this statement, and explain how the invention of printing has not been an unminged blessing as regards spelling reform.

XI. "Take a pursuit that has been followed from the earliest to the latest times, but under ever varying conditions—that of war. The vocabulary of its terms has been continually diminishing and enlarging as one method of warfare is supplanted by another." Carefully exemplify the truth of this statement, with special reference to the late South African War.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS I.

Selections from Sweet's *Anglo-Saxon Reader*; Selections from Morris and Skeat's *Specimens of Early English Literature*; Chaucer, *The Prioresse's Tale*, *Sire Thopas*, *The Monkes Tale*, *The Squieres Tale*; James I, *The Kingis Quair*.

N.B.—Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. They are recommended to select only such questions as they can answer satisfactorily in the time allowed. Those questions which are marked with an asterisk should, however, be attempted.

* I. Translate the following passages into modern English:—

1. Ure ieldran, ðā ðe ðās stōwa ær hīoldon, hīe lufodon wīsdōm, and ðurh ðone hīe begēaton welan, and ūs lāfdon. Hēr mōn mæg giet geston hiora swæð, ac wē him ne cunnon æfter spyrigeon, and for ðām wē habbað nū ægðer forlæton ge ðone welan ge ðone wīsdōm, for ðām ðe we noldon tō ðām spore mid ure mōde onlutan.

Write notes on the underlined portions of ieldran, hīoldon, begēaton, swæð (beside swaðu), spyrigeon beside spore.

2. Ðā hēt hāo gesomnian ealle þā gelærdestan menn and þā leorneras, and him and weardum hēt secgan þæt swefn, and þæt leoð singan, þætte ealra hōra dōme gecoren wære, hwæt oððe hwonon þæt cumen wære. þā wæs him callum gesogen, swā swā hit wæs, þæt him wære from Dryhtne sylfum heofonū gyfu forgifen.

Ðā rehton hie him and sægdon sum hālig spell and godcundre lāre word; bebodon him þā, gif hē mihte, þæt hē him sum sunge, and in swinsunge lēoðsinges þæt gehwyrfe. Ðā hē þā hæfde þā wisan onfangene, þā æode hē hām tō his hūse, and cōm eft on morgen, and þy bēstan lēoðe geglenged him āsong and āgeaf þæt him beboden wæs.

Classify all the strong verbs in this passage. Give the four grades of each, and account for any divergences in the stem syllable from the regular primitive-Germanic vowel sound.

3. Mē sendon tō þē sāmenn snelle;
hēton ðē secean, þæt þū mōst sendan raðe
beagas wið gebeorge; and eow bētere is
þæt gē þisne gārreās mid gafole forgyldon,
þonne wē swā hearde hilde dælon.

Ne purfe wē ūs spillan, gif gē spēdaþ tō þām:
wē willað wið þām golde grið fæstnian.

Notice any metrical irregularities in these lines.

4. Gif ic ænegum þegne þāodenmādmās
gēara forgæafe, þenden wē on þan gōðan rice
gesælige sæton, and hæfdon āro setla goweald,
þonne hē mē nā on leofran tīd leanum ne meahste
inīne gife gyldan, gif his gien wolde
mīnra þegna hwilc gefafa wurdan,
þæt hē ūp heonon āte mihto
cuman purh þās clūstro and hæfde cræft mid him,
þæt hē mid fēðerhōman flēogan meahste,
windan on wolcne, þær geworht stōndað
Adām and Ewe on eorðrice
mid welan bewunden, and wē synd āworpene hider
on þās dēopan dālo.

5. Wæp eall gesceaft,
cwīðdon cyninges fyll: Crīst wæs on rōde.
Hwæðere þær fūse feorran cwōman
æðeie tō ānum: ic þæt eall behēold.
Sāre ic wæs mid sorgum gedrōfed, hnāg ic hwæðre þām
seggum tō handa
æaðmōd gīne nycle. Genāmon hie þær Ælmihtigne God,
āhōfon hine of þām hefian wite: forleton mē þā hilderincas
standan stēame bedrifene: eall ic wæs mid strælum
forwundod.

6. For þon wāt sē þe sceal his winedryhtnes
lēofes lārcwidum longe forþolian,
ðonne sorg and slæp somod ætgædre
earmne ānhagan oft gebindað;
þinceð him on mōde þæt hē his monndryhten
clyppe and cysse, and on cnēo lōcge
hōnda and hēafod, swā hē hwīlum ær
in gēardagum giefstōles brēc.

Derive *lārcwidum*. What is the infinitive of *brēc*? Mention

some other infinitives of the same ablaut series similarly formed, and explain the form.

II. Write an account of the poem from which the extract in I (c) is taken.

III. Summarise the chief theories advanced in connection with the poem quoted in I (d).

IV. What is known of the authorship of the poem containing the lines in I (e), and what relation do these lines bear to the runes on the Ruthwell Cross?

V. "Despite the Christian character of its opening and concluding lines, *The Wanderer* is a poem full of the spirit of northern paganism." Discuss this criticism.

* VI. Illustrate from the prescribed Middle English texts the distinguishing characteristics of the dialects of which they are examples.

VII. What is the significance of the poetry of Laurence Minot?

VIII. Give some account of the class of poems to which "William of Palerne" belongs.

IX. Write a critical note on "The Voiage and Travaile of Sir John Maundeville."

* X. Assign, with reasons, each of the prescribed Canterbury Tales to the probable date of composition. State the source of each of the Monk's "tragedios."

XI. Give some account of the different metrical forms exemplified in the prescribed tales.

XII. Write a critical estimate of the "Prioresses Tale" or of the "Squieres Tale."

XIII. Give in outline the scheme of the "Kingis Quair," and assign to the poem its place in the history of English poetry. Mention all the direct imitations of Chaucer you can remember in the "Kingis Quair."

* XIV. 1. Annotate the following passages; in each case state the context:

(a) So fair a sȳt of seg: no sawe he neuer are,
Of lere no of lykame lik him nas none.

(b) I tolde hem of als gret a merveylye to hem, that is
amonges us: and that was of the Bernakcs.

(c) For Rogor, which that bisshop was of Pyse,
Hadde on him maad a fals suggestioun.

(d) Seint Nicholas stant euer in my presence.

(e) Of Horn child and of Ypotys,
Of Bevyys and sir Gy,
Of sir Lybeux and Pleyndamour.

(f) As by the whelp chasted is the leoun.

(g) The wyly fox, the wedowis Inemye,
The clymbare gayte, the elk for alblastrye,
The herknere bore, the holsum grey for hortis.

2. Write etymological notes on the following: doghty
frayne, desparpleth, roperon, habergeoun, barme, ~~tober~~, wizes.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS II.

SHAKESPEARE: *Richard II*, *As You Like It*, *Antony and Cleopatra*, *The Tempest*; MARLOWE: *Edward II*; SPENSER: *The Shepheard's Calendar*; JONSON: *The Sad Shepherd*.

N.B.—Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. Those questions, however, which are marked with an asterisk should be attempted.

*I. What internal evidence does each of the selected plays of Shakespeare afford as to the period of the author's work to which it belongs?

II. Some people see in Jacques an elevated moral philosopher, others a more *biase* sensualist. Give your reasons for agreeing with either or neither estimate, and in the latter case give your own estimate of Jacques.

III. Discuss the sources of the plots of *The Tempest*, and *As You Like It*. What do you consider to be the ultimate *motif* of *The Tempest*?

IV. Compare *Edward II* with *Richard II* in respect of characterisation. Also compare the scene of the murder of Edward II with the corresponding scene in *Richard II* in respect of dramatic treatment and dramatic effect.

V. The phrase *feliciter audax* (happily daring) has been used to describe both the moral aspect of *Antony and Cleopatra*, and also the play regarded as a work of art. Discuss its significance in both cases.

Illustrate from this play Shakespeare's dramatic skill in the use of his material.

VI. *The Shepheard's Calendar* has been called "a summary of the whole past history of pastoralism." Explain this. Write a critical note on the language of the *Calendar*.

VII. Give some account of the pastoral drama of Jonson's time, and point out the relation in which *The Sad Shepherd* stands to it.

Discuss the theory that *The Sad Shepherd* and the missing pastoral, entitled *The May Lord*, are identical.

*VIII. Explain fully and annotate the following passages:—

1. Why who cries out on pride,
That can therein tax any private party?
Doth it not flow as hugely as the sea,
Till that the weary very means do ebb?
2. No hope that way, is
Another way so high a hope, that even
Ambition cannot pierce a wink beyond
But doubt discovery there.
3. This is the tune of our catch played by the picture of
nobody.

4. The shadow of your sorrow hath destroyed
The shadow of your face.
5. *Groom.* Hail, royal prince!
K. R. Hail, noble peer!
The cheapest of us is ten groats too dear.
6. Prithee, go hence;
Or I shall show the cinders of my spirits
Through the ashes of my chance.
7. Soar ye ne'er so high,
I have the jesses that will pull you down;
And *aeque tandem* shall that canker cry
Unto the proudest peer of Britainy.
8. Indeede the Romish Tityrus, I heare,
Through his Mecaenas left his Oaten reede.
9. Now, I pray thee, lette me thy tale borrowe
For our Sir John, to say to morrowe
At the Kerke.
10. But the sourer sort
Of shepherds now disclaim in all such sport.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on:—Realism in Literature.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS III.

MILTON, *Lycidas*, *Comus*; SHELLEY, *Adonais*; TENNYSON, *Idylls of the King*; WILLIAM MORRIS, *The Story of Sigurd the Volsung* and *The Fall of the Niblungs*.

NOTE—Candidates are not expected to answer all the questions. They should select such questions as they can answer fully and satisfactorily in the time allowed.

I. Discuss the various theories as to the origin of the Plot of "Comus."

II. Compare or contrast Shelley's treatment of the Elegy with that of Milton. What elements in "Lycidas" and "Adonais" respectively are traditional, and to what extent do the Poems bear the stamp of the individual genius of their Authors?

III. Discuss the following criticisms:—

"The Songs (in "Comus") are vigorous and full of imagery, but they are harsh in their diction, and not very musical in their numbers."

"Passion plucks no berries from the myrtle and ivy, nor calls upon Arethuse and Mincius, nor tells of rough Satyrs, and Fauns with cloven heel."

IV. Discuss the following appreciation of "Sigurd the Vol-

sung":—"The most Homeric Poem which has been written since Homer."

V. "Chaucer, whom I should call the Novelist of Poets, as Morris is the Romance-writer." Discuss this criticism. Compare Chaucer, Morris, and Tennyson as story-tellers. Do you notice any conspicuous characteristic of Chaucer, which is lacking in William Morris?

VI. Sketch briefly the Plot of "Sigurd the Volsung." On what grounds has the Plot been criticised unfavourably, and with what justice?

VII. 1. What do you know of the sources from which William Morris has drawn in his "Sigurd," or Tennyson in his "Idylls of the King"? 2. Compare Morris and Tennyson with each other, and with any other English Poets who have treated the same or similar subjects, in respect of their handling of ancient Legends and Mythology.

VIII. Shelley himself considered the "Adonais" to be "perhaps the least imperfect" of his Poems. Discuss this estimate.

IX. What is an "Idyll"? Illustrate your answer fully from any one of the "Idylls of the King." Compare Tennyson as a writer of Idylls with any other Poet who has employed this form, indicating his debt to his predecessors.

X. 1. Discuss the Metres of (a) "Adonais," (b) "Sigurd the Volsung," with some account of their history. 2. Scan the following lines, with full notes on any metrical peculiarities:—
(a) Hard upon helm smote him, and the blade flew. (b) Leapt in a semicircle and lit on earth. (c) In regions mild of calm and serene air. (d) Bore a bright golden flower, but not in this soil. (e) Fall battle-axe, and flash brand, let the king reign. (f) Melody on branch, and melody in mid-air. (g) Bearing all down in its precipitancy. (h) Such noise as I can make to be heard farthest.

XI. Explain the following allusions:—1. In letters like to those the vexillary, Hath left crag-carven o'er the streaming Gelt. 2. Lucan by his death approved. 3. To Phoebus was not Hyacinth so dear, Nor to himself Narcissus, as to both Thou Adonais. 4. The Pilgrim of Eternity, whose fame, Over his living head like Heaven is bent. 5. He, as I guess, had gazed, on Nature's loveliness, Actaeon-like. 6. He died, Who was the sire of an immortal strain, Blind, old and lonely. 7. That sanguine flower inscribed with woe. 8. By hoary Nereus wrinkled look, And the Carpathian wizard's hook. 9. Where the great Vision of the Guarded Mount, Looks towards Namancos, and Bayona's hold.

XII. Write full notes on the following words and phrases, where necessary explaining their meaning:—1. Scrannel pipes. 2. Odin's door. 3. Some gay creatures of the element That live in the plighted clouds. 4. Red pulsing up through Alioth and Alcor. 5. I misyoked with such a want of man. 6. Ivy-tods. 7. The flame of the sea. 8. The Norns. 9. The Choosers of war. 10. Weregild. 11. Those budge doctors of the Stoic fur. 12. Costrel. 13. The little rift within the lute.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

TEXT-BOOKS IV.

ASCHAM, *The Schoolmaster*; BACON, *History of Henry VII*; HOBBS, *The Leviathan, Parts I and II*; J. A. SYMONDS, *The Renaissance in Italy; The Revival of Learning*; THACKERAY, *Esmond*.

NOTE—Candidates are not expected to answer all the questions. They should select such questions as they can answer fully and satisfactorily in the time allowed.

I. 1. Briefly describe the condition of learning at the time that Ascham entered Cambridge. Dr. Johnson tells us that the *Schoolmaster* contains "the best advice that was ever given for the study of languages." Give the sum and substance of this advice. 2. In what sense does Ascham use the following words:—*Fond, lewd, lust, painful, namely, sound* (verbs), *commodity, indifferent*? Comment upon his spelling of the following words:—*doubt, delight, whole, able, abominable*.

II. 1. What does Ascham mean by Italianated Englishmen and how does he describe them? What pastimes are mentioned as 'very necessary for a country gentleman'? 2. Give Ascham's opinions on (a) The relative value of *experience and learning*. (b) *The Morte d'Arthur*. (c) The value of *paraphrase*. (d) The use of rhyme in Poetry.

III. 1. Criticise the statement made by Sir James Macintosh that Bacon wrote his history of Henry VII to gratify James I. 2. What is Bacon's estimate of Henry VII as a king and as lawgiver, and what does he consider Henry's "pre-eminent virtue and merit"? Explain his meaning when he says that "no doubt, in him as in all men (and most of all in kings) his fortune wrought upon his nature, and his nature upon his fortune."

IV. 1. What were the 'privileges of sanctuary' and how were they qualified in the reign of Henry VII? What was the Court of the Star Chamber and what did Bacon think of it? 2. Explain the following passages:—(a) As his victory gave him the knee, so his purpose of marriage with the Lady Elizabeth gave him the heart: so that both knee and heart did truly bow before him. (b) Great affairs are commonly too rough and stubborn to be wrought upon by the finer edges or points of wit. (c) Yet did he make that war, rather with an olive branch than laurel brand in his hand. (d) Pope Alexander..... was desirous to trouble the waters in Italy that he might fish the better, casting the net not out of St. Peter's, but out of Borgia's bark.

V. 1. Explain the title of Hobbes' work, the *Leviathan*, and describe its nature, scope and purpose. 2. By what arguments does Hobbes endeavour to prove that the sovereign power in all commonwealths ought to be absolute?

VI. 1. What according to Hobbes is the natural condition of mankind, and how does he try to show that in this condition

nothing can be said to be unjust? 2. Briefly summarise Hobbes' views on the liberty of the subject. In what cases according to him are subjects absolved from obedience to their sovereign?

VII. 1. Describe the nature and character of the Revival of learning in Italy? What does Mr. Symonds regard as 'the note of the true spirit of the Revival'? What were its faults and defects? 2. Describe the relations of the Church to scholarship and literature during the dark ages and the conditions under which professional teaching was conducted in the fourteenth century.

VIII. 1. What is Mr. Symonds' explanation of *humanism*? Who was its first and greatest apostle and what was the nature of the services rendered? What resemblance does Mr. Symonds see between the humanists and the sophists of antiquity? 2. What has been the influence of the humanists on the educational systems of Europe? What reasons does Mr. Symonds give for each of the following statements he makes?—(a) "It is therefore not impossible that for many years to come the higher culture of the race will still be grounded upon humanism." (b) We have a right to hail the humanists as the schoolmasters of modern civilization.

IX. 1. *Esmond*, says Mr. Hannay, is the favourite Novel of Thackeray's choicest admirers. What is there in *Esmond* to merit the preference? 2. Sketch the character of Esmond and of Beatrix.

X. 1. One of the chapters in *Esmond* is headed "A great scheme and who baulked it." Give a brief account of what is referred to. 2. In what light do the following characters appear in the Novel?—William III, the Duke of Marlborough, Bolingbroke, Addison, Steele and Swift.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into English:—

1. (a) इमं मे वरुण श्रुधी हवमद्या च मृत्युयः ।

त्वामवस्युरा चके ॥

(b) त्वं विश्वस्य मेधिर दिवश्च गमश्च राजसि ।

स यामिनि प्रति श्रुधि ॥

(c) उदुत्तमं मुमुग्धि नो वि पाशं मध्यमं चत ।

अंवाधमानि जीवसे ॥

2. (a) अग्ने सुखतमे रथे देवाँ ईलित आ वह ।

असि होता मनुर्हितः ॥

(b) स्तृणीत बर्हिरानुषग्वृष्टं मनीषिणः ।

यत्नामृतस्य चक्षणम् ॥

II. 1. दृष्ट्वा व्योमनि बालमभ्रशकलं लेह्यं जगच्चक्षुषां
नीपानां कुसुमावतंसजननं नृत्यप्रदं बर्हिणाम् ।
यात्रावेशहरं जिगीषुमनसामस्य स्फुटत्कञ्चुकः
कान्ताभिस्सुहृदां द्विषां च युगपत् प्राप्तः प्रमोदोत्सवः ॥

2. सङ्कोचव्रतमादिशन् जलरूपां देवस्त्रिवेदीतनुः
सोऽयं विद्रुमकन्दसुन्दरवपुर्यात्यस्तमस्तातपः ।
माञ्जिष्ठतसरच्छट्टैकसुहृदां यद्दीधितिनां पुरः
प्रेङ्खद्वाति सनालनीलनलिनीप्रस्ताररम्यं तमः ॥

3. वेष्टुद्विद्युलतालीच्छुरितपरिकरैस्सुदुर्वान्तवार्भि-
र्दिव्यानां व्योमयानैर्भयचकितवधूवक्त्रमुक्तार्तनादैः ।
लङ्कन्द्रेणाग्रहस्तभ्रमितरथपथं प्रस्थितैस्तारकाणा-
मुत्तालैश्चक्रवालैरिव च विरचिता वक्त्रनीराजनश्रीः ॥

III. 1. किं रुद्धः सचिवैरथ प्रणयिनां गोष्ठीरसेनादृतः ?
किं वा कामपि वृद्धभामभिसृती धूर्त्तोऽद्य नायात्यसौ ? ।
इत्थं कीपकषायलोचनगलद्वाष्पाम्बुधोताननं
निश्चस्य प्रियया शठे मयि तयः किं किं न सुम्भाक्तिम् ॥

2. क्रुद्धे तर्जनतत्परे खलु गते दष्टाधरे कौशिके
 नाथैतान् क्व विहाय गच्छसि नयास्मानप्यनाथानिति ।
 प्रत्यग्रागतबाष्पदीनवदनैरुक्तोऽस्मि यैस्तान्कथं
 त्यक्त्वात्मम्मरिरभ्युपैमि भवता लोकान् प्रदिष्टानहम् ॥

IV. 1. उल्लास्य कालकरवालमहाम्बुबाहं
 देवेन येन जरठोर्जितगर्जितेन ।
 निर्वापितस्सकल एव रणे रिपूणां
 धाराजलैस्त्रिजगति ज्वलितः प्रतापः ॥

2. यदि च वाच्यवाचकत्वव्यतिरेकेण व्यङ्ग्यव्यञ्जकभावो
 नाभ्युपेयते, तदाऽसाधुत्वादीनां नित्यदोषत्वं कष्टत्वादीनामनित्य-
 दोषत्वमिति विभागकरणमनुपपन्नं स्यात् ! न चानुपपन्नम्, सर्व-
 स्यैव विभक्ततया प्रतिभासात्, वाच्यवाचकभावव्यतिरेकेण व्य-
 ङ्ग्यव्यञ्जकताश्रयणे तु व्यङ्ग्यस्य बहुविधत्वात् क्वचिदेव करय-
 चिदेवोचित्येनोपपद्यत एव विभागव्यवस्था ॥

‘द्वयं गतं संप्रति शोचनीयतां समागमप्रार्थनया कपालिनः’

इत्यादौ पिनाक्यादिपदवैलक्षण्येन किमिति कपात्यादि-
 पदानां काव्यानुगुणत्वम् ? । अपि च वाच्योऽर्थः सर्वान् प्रति-
 पत्तुं प्रति एकरूप एवेति नियतोऽसौ, न हि ‘गतोऽस्तमर्कः’
 इत्यादौ वाच्योऽर्थः क्वचिदन्यथा भवति, प्रतीयमानस्तु तत्तत्प्रक-
 रणवक्तृप्रतिष्ठादिविशेषसहायतया नानात्वं भजते.

3. आत्मारामा विहितरतयो निर्विकल्पे समाधौ

ज्ञानोद्रेकाद्विघटिततमोग्रन्थयः सत्त्वनिष्ठाः ।

यं वीक्षन्ते कमपि तमसां ज्योतिषां वा परस्तात्

तं मोहान्धः कथमयममुं वेत्ति देवं पुराणम् ॥

V. पाणिकर्मणा पाणिघण्टाप्रश्लेषो भवति तस्मिंश्च सति शब्दसन्तानो नोपलभ्यते अतः श्रवणानुपपत्तिः । तत्र प्रतिघातिद्रव्यसंयोगः शब्दस्य निमित्तान्तरं संस्कारभूतं निरुणद्धीत्यनुमीयते । तस्य च निरोधाच्छब्दसन्तानो नोत्पद्यते अनुत्पत्तौ श्रुतिविच्छेदः । यथा प्रतिघातिद्रव्यसंयोगादिषोः क्रियाहेतौ संस्कारे निरुद्धे गमनाभाव इति कम्पसन्तानस्य स्पर्शनेन्द्रियग्राह्यस्य चोपरमः कांस्यपात्रादिषु पाणिसंश्लेषो लिङ्गं संस्कारसन्तानस्येति, तस्मान्निमित्तान्तरस्य संस्कारभूतस्य नानुपलब्धिरिति ॥

VI. यथा प्रतीप एकोऽनेकप्रदीपभावमापद्यते विकारशक्तियोंगात् । एवमेकोऽपि सन्निवृत्तानैश्वर्ययोगादनेकभावमापद्य सर्वाणि शरीराण्याविशति । कुतः । तथा हि दर्शयति शास्त्रमेकस्यानेकभावम् “ स एकधा भवति त्रिधा भवति पञ्चधा सप्तधा नवधा ” इत्यादि । नैतद्दास्यन्तोपमाभ्युपगमेऽवकल्पते नापि जीवान्तरावेशे । न च निरात्मकानां शरीराणां प्रवृत्तिसंभवति । यत्त्वात्ममनसोर्भेदानुपपत्तेरनेकशरीरयोगासंभव इति । नैष दोषः, एकमनोनुवर्तीनि समनस्कान्येतापराणि शरीराणि सत्यसंस्कारत्वात् स्तक्ष्यति । सृष्टेषु च तेषूपाधिभेदादात्मनोऽपि भेदेनाधिष्ठातृत्वं योक्ष्यते । एषैव च योगशास्त्रेषु योगिनामनेकशरीरयोगप्रक्रिया ॥

VII. 1. आच्छादितायतदिगम्बरमुच्चकैर्गा-

माक्रम्य संस्थितमुदप्रविशालशृङ्गम् ।

मूर्ध्नि स्फुरत्तुहिनदीधितिकोऽग्नि-
मद्रीक्ष्य को भुवि न विस्मयते गिरीशम् ॥

2. मैत्र्यादिचित्तपरिकर्मविदो विधाय

क्लेशप्रहाणमिह लब्धसबीजयोगाः ।

ख्यातिं च सत्त्वगुणान्यतयाधिगम्य

वाञ्छन्ति तामपि समाधिभृतो निरोद्धुम् ॥

3. एतस्मिन्नधिकयशश्चयं वहन्त्य-

संक्षोभं पवनभुवा जवेन नीताः ।

वाल्मीकेरहितरामलक्ष्मणानां

साधर्म्यं दधति गिरां महासरस्यः ॥

4. कामः कौसुमचापदुर्जयममुं जेतुं नृपं त्वां धनु-

र्वल्लीमव्रणव्रंशजामधिगुणामासाद्य माद्यत्यसौ ।

प्रीवालंकृतिपट्टसूत्रलतया पृष्ठे कियद्दम्बया

भ्राजिष्णुं कषरेखयेव निवसत्सिन्दूरसौन्दर्यया ॥

5. तद्गुच्छावलिमोक्तिकानि गुळिकास्तं राजहंसं विभो-

र्वेध्यं विद्धि मनोभुवः स्वमपि तां मञ्जुं धनुर्मञ्जरीम् ।

यन्नित्याङ्कनिवासललिततमज्याभुज्यमानं लस-

न्नाभोमध्यबिला विलासमखिलं रोमालिरालम्बते ॥

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

TRANSLATION FROM SELECTED LANGUAGE.

Translate into Sanskrit :—

I. Western Orientalists have done wonderful service to Sanskrit. For their life-long and almost single-minded devotion to Sanskrit, for the works they have brought to light, and for the light they have shed on obscure periods of ancient India, they deserve all praise. Much has been done by the combined and well-directed efforts of learned societies in Europe and Asia. Periodicals solely devoted to the discussion of oriental subjects are published. Oriental congresses patronized by the sovereigns of Europe are held and the results of patient researches brought together. In India, an enlightened Government has instituted a separate department for the deciphering of inscriptions and coins and has made arrangements for the redemption of rare manuscripts from the ravages of white ants. Surely it is time that we, too, should bestir ourselves and contribute our humble mite for the cause of our sacred literature. Let us disabuse ourselves of the idea that we cannot do much. Sanskrit was once the language of our country. In our everyday talk we use about as many Sanskrit words as vernacular. We have greater facilities than Europeans for a study of Sanskrit. We are better fitted for the task by reason of our inherited aptitude for the language. If Europeans who have never seen the birthplace of Sanskrit, who have never heard the tongue spoken, can do so much with their second-hand and often imperfect knowledge of the language, it stands to reason that we could turn out some solid work if only we would apply ourselves earnestly to it. Let us also bear in mind that our Pandits are so many living encyclopædias, and that they have at their disposal a mass of valuable but undigested materials which need but be touched with the magic wand of scientific criticism to transmute them into their weight in gold.

II. Wise men see no good in any of the activities of life. Even good and virtuous deeds, religious austerities, actions from which accrues religious merit, all these performed for securing enjoyment in this world or Svarga lead but to sorrow and misery ultimately. Every act done with the aim of attaining some object or reaping some reward, if performed in accordance with the injunctions prescribed in the Scriptures, no doubt results in the accomplishment of the particular end. A man accordingly goes through the prescribed rite and secures a place in Svarga. But after the period of blissful existence in that world allotted to him in reward of the sacrifice expires, he has once more to come on earth and toil again. Or say that in virtue of certain good deeds done in former life a man now finds his lot fallen in pleasant lines :—health, wealth, agreeable surroundings, all things that go to make life on earth a blessing and a joy. Is it even then a wise bargain? Even in the very enjoyment they leave a bitter taste. All mundane happiness is imperfect and inextricably blended with misery.

III. That body and soul are antagonistic can hardly be doubted. The Greek Philosophers were well aware that the body may become too much for the soul, obscuring the rational and quickening the animal desires. Even when the passions of the flesh do not degenerate into actual excess, they are apt to dissipate and weaken the powers of the mind. Hence we find from very early times and in almost all parts of the world a tendency on the part of profound thinkers to subdue the flesh in order to free the spirit. Nor can we doubt the concurrent testimony of so many authorities that by abstinence from food, drink, and other sensual enjoyments, the energies of the spirit are strengthened. This is particularly the case with that spiritual energy which is occupied with religion.

- IV. 1. Peace, Peace ! he is not dead, he doth not sleep !
 He hath awakened from the dream of life.
 'Tis we who, lost in stormy visions, keep
 With phantoms an unprofitable strife,
 And in mad trance strike with our spirit's knife
 Invulnerable nothings. We decay
 Like corpses in a charnel ; fear and grief
 Convulse us and consume us day by day,
 And cold hopes swarm like worms within our living clay.
2. He has outsoared the shadow of our night.
 Envy and calumny and hate and pain,
 And that unrest which men miscall delight,
 Can touch him not and torture not again.
 From the contagion of the world's slow stain
 He is secure ; and now can never mourn
 A heart grown cold, a head grown grey in vain—
 Nor, when the spirit's self has ceased to burn,
 With sparkless ashes load an unlamented urn.

(Shelley—On the death of Adonais.)

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

TRANSLATION FROM SELECTED LANGUAGE.

Translate into English :—

- I. 1. தேறற்க யாரையுந் தேராது தேர்ந்தபிற்
 நேறுக தேறும் பொருள்.
 துறப்பார்மற் றுப்புர வில்லா ருறற்பால்
 ஐட்டா சழியு மெனின்.
 ஈட்ட மிவறி யிசைவேண்டா வாடவர்
 தோற்ற நிலக்குப் பொறை.

2. வாழ்ந்தார்கள் வாழ்ந்தது மாமழை மொக்குளின் மாய்
[ந்துமாய்ந்
தாழ்ந்தாரென்றலா லன்றுமுதலின்றி றுதியாய்
வாழ்ந்தார்கள் வாழ்ந்தே நிற்பரென்பதில்லை நிற்குறில்
ஆழ்ந்தார் கடற்பள்ளி யண்ணலடிய வராமிகே.
3. உற்றதை யுணருமுட லுயிர்வாழ்வுழி
மற்றைய வுடம்பே மன்னுயிர் நீங்கிடிற்
றடிந்தெரியுட்டினுந் தானுணரா தெனி
னுடம்பிடைப்போனதொன் றுண்டெனவுண்ர்
போனார் தமக்கோர் புக்கிலுண்டென்ப
தியானே வல்லேன் யாவரு முணர்குவ
ருடம்பீண்டொழிய வுயிர்பலகாவதந்
கடந்துசேட்சேறல் கனவினுங்காண்குவை
யாங்கனம் போகி யவ்வுயிர் செய்வினை
பூண்ட யாக்கையிற் புகுவது தெளிநீ.
4. அறிவு மறிவானு மறியா மலைபு
முறியிற் றடையே தவர்க்குப்-பிரிவாரோ
வாகாயஞ் சூறைகொளி லஞ்சி யடுக்களைக்குட்
போகாது போலாம் பொருள்.
5. தேனிரைத்துயர் மொய்வரைச் சென்னியின்
மேனிரைத்து விசும்புற வெள்ளி வெண்
கோனிரைத்தன போற்கொழுந் தாரைகள்
வானிரைத்து மணந்து சொரிந்தவே.
11. 1. வித்தின்றிவினைவதொன்றில்லைவந்தநின்
பித்தின்றியுணர் தியேலளவைப்பெய்தனன்
உய்த்தொன்று மொழிவின்றி யுணர்தற்பாற்றெனஞ்
கைத்தொன்றுநெல்லியின்கனியிற்காண்டியால்.
2. விளிவார்விளிவது தீவினைவிழைவாருழையன்டோ
களியாலிவனய்கின்றனவுளவோகனலுமிழம்
ஒளிவாய்மழுவுடையாய்பொரவுரியாரிடையல்லால்
எளியாரிடையலியார்வலியென்னொருவதென்றான்.
3. பிறந்திறந்துபோய்ப்பெறுவதுமிழப்பதம்புகழேல்
நிறந்திறம்பினுநியாயமேதிறம்பினுநெறியின்
திறந்திறம்பினுஞ்செய்தவந்திறம்பினுஞ்செயிர் தீர்
மறந்திறம்பினும்வரன்முறைதிறம்புதல்வழக்கோ.

III. அரசனாவான் மேற்கூறிப்போந்த இலக்கணமுடைய அவையினுப்பண் சபாங்கங்களோடு மேலியிருந்து சினமும் உலோபமும் பகையும் அழுக்காறும் நீங்கினவனாய் அறநூலையும் அறநூற்குட்பட்டதும் இராஜநீதியை யுணர்த்துவதுமான பொருணூலையும் தழுவி விவகார விசாரணை செய்க. அறநூலாவன ஒழுக்கம் வழக்கு தண்டம் என்னு மூன்றினையும் உணர்த்துகின்ற வேதம் வேதாங்கம் மிருதி நியாயநூல் முதலியனவாம். பொருணூலாவன பொருத்தல் போர் போர்க்குச் செல்லுதல் இருக்கை பிரித்தல் நட்பு என்னும் அறுவகைக் குணங்களையும், பிரபுசத்தி மந்திரசத்தி உச்சாகசத்தி என்னும் மூவகைச் சத்திகளையும், இவற்றினைப் பிரயோகித்தலையும், சாம பேத தான தண்ட மென்னும் நால்வகை உபாயங்களில் ஒவ்வொன்றையேனும் அவைகளி லெல்லாவற்றையேனும், காரியப்பெருமை நோக்கிப் பிரயோகித்தலையும், அதிகாரிகளை நியமித்தலையும் இன்னார் பகைவரென்பதையும் உணர்த்துகின்ற நூலாம். அறநூல் பொருணூலிரண்டும் ஒன்றோடொன்று மாறுபடாத வழி அவ்விரண்டுந் தழுவத்தக்கனவாம். மாறுபட்ட விடத்து அறநூலே தழுவத்தக்கது. ஒரு விவகாரத்தில் ஒருவனுக்கு வெற்றியை நிச்சயிக்கும்போது, பொருணூலிலே ஒருதலையாகக் கூறிய நட்புப்பயனை எண்ணி வெற்றி நிச்சயஞ் செய்வது அறநூலொடு முரண்படும். அறநூலிற்கூறி யாங்கு வெற்றியை நிச்சயஞ்செய்தால் நட்புப் பயன் கெடுவதாகும். இங்ஙனம் நேர்ந்துழி பொருணூற்பயனை எண்ணாமல் அறநூலை ஒட்டியே நிச்சயஞ்செய்க, பொருணூலினும் அறநூல் வலியுடைத்தாகலின். அறநூலுள்ளும் ஒரு பொருட்டிறத்தில் இரண்டு வசனம் ஒன்றோடொன்று மாறுபடுமளவில் யுத்திக்கு ஒத்திருக்கும் வசனமே வலியுடையது. யுத்தியாவது காரணத்தையும் பிரயோசனத்தையும் ஆலோசிப்பதாகிய பெரியோர் வழக்கமாம். பலபொருளைக் குறித்த அபியோகத்தில் சாதனங்களினால் சோதிக்கப்பட்ட பொருளெவ்வளவோ அவ்வளவே கிடைக்குமென்றுரைத்த காத்தியாயன வசனத்துக்கும் அவ்வபியோகத்திற்குநே சாதனங்களினால் ஏகதேசஞ் சாதிக்கப்பட்டாலும் அபியோகப் பொருளெல்லாவற்றையும் கொடுப்பிக்க வேண்டுமென்ற யாஞ்ஞவற்கிய வசனத்துக்கும் மாறாட்டம் நேர்ந்திருத்தலான் அன்றோரன்னதில் யுத்தியினாலே யுகித்துக் காரியத்தின் வலியையும் வலியின்மையையும் அறிந்து தருமவிரோதமுறாமல் நிச்சயஞ்செய்க.

 FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into your second language:—1. Akbar must have been no ordinary man who, thus virtually making himself master of Hindustan—for he can scarcely be said to have inherited it—so fashioned his own conduct, so impressed his ideas upon those about him, that he brought it to the pitch of excellence we have described, so greatly, so far greatly, in advance of his European contemporaries. In reading the account of the results of his administration, and in perusing those Institutes inspired by his spirit and genius, it is impossible for us not to give our full and free consent to the opinion already referred to, nor to say, 'not India only, but every country in the world, should be ruled on the principles of Akbar.' And yet we are forced to admit that the vast fabric which he raised, beautiful in so many points, possessing in itself such varied perfections, wonderful if we regard it, as we ought, as the work of a despotic sovereign three hundred years ago, contained nevertheless within itself the certain germ of failure. We allude not to the vast extent of empire. Adding immensely as this did, especially in that rude age, to the difficulty of the ruler, it was not the fatal worm which gnawed at the very root of the mighty fabric. If we admit that the principles of Akbar were based on the soundest ideas of humanity and justice; that he did, indeed, insure the happiness of his subjects; that he encouraged institutions which, if persisted in, would have roused their better instincts, we must still admit that there was one thing wanting, and that the want was fatal as well to the excellence as to the success of the system. The fault was this—that he himself was the keystone of the arch which he had raised. Take away the keystone, and all the materials, rich and valuable as they were, lost at once their coherent power. The weak point of the system, in fact, was this—that everything centred in Akbar; that though so long as he survived to control and carry it out it succeeded admirably, it was liable to succumb and fall with his demise. In a word, it was not in the power of this Akbar to decree that he should be succeeded by a second Akbar—by a man equal to himself in liberality, in love of justice, in the power of influencing his fellow-men. Granting that his principles were the principles which the governing power in Hindustan ought always to follow, yet his system provided no security that they would be carried out by his successors. His subjects, in fact, possessed no guarantee, no certainty of belief, that on his death oppression would not take the place of justice or that liberality and order would not be displaced by bigotry and misrule. It was, as we have said, a system that centred in and was bound up in the life of Akbar.

2. There beneath

A plain blue stone, a gentle dalesman lies,
 From whom in early childhood was withdrawn
 The precious gift of hearing. He grew up
 From year to year in loneliness of soul; \

And this deep mountain valley was to him
 Soundless, with all its streams. The bird of dawn
 Did never rouse this cottager from sleep
 With startling summons; not for his delight.
 The vernal cuckoo shouted; not for him
 Murmured the labouring bee. When stormy winds
 Were working the broad bosom of the lake
 Into a thousand thousand sparkling waves,
 Rocking the trees, or driving cloud on cloud
 Along the sharp edge of yon lofty crags,
 The agitated scene before his eye
 Was silent as a picture: evermore
 Were all things silent, wheresoe'er he moved.
 Yet, by the solace of his own pure thoughts
 Upheld, he duteously pursued the round
 Of rural labours.....

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into your selected language:—

1. There needs no other proof that happiness is the most wholesome moral atmosphere, and that in which the immortality of man is destined ultimately to thrive, than the elevation of soul, the religious aspiration, which attends the first assurance, the first sober certainty of true love. There is much of this religious aspiration amidst all warmth of virtuous affections. There is a vivid love of God in the child that lays its cheek against the cheek of its mother, and clasps its arms about her neck. God is thanked—perhaps unconsciously—for the brightness of his earth, on summer evenings, when a brother and sister, who have long been parted, pour out their heart-stores to each other, and feel their course of thought brightening as it runs. When the aged parent hears of the honours his children have won, or looks round upon their innocent faces as the glory of his decline, his mind reverts to Him who in them prescribed the purpose of his life, and bestowed its grace. But religious as is the mood of every good affection, none is so devotional as that of love, especially so called. The soul is then the very temple of adoration, of faith, of holy purity, of heroism, of charity. At such a moment the human creature shoots up into the angel; there is nothing on earth too defiled for its charity—nothing in hell too appalling for its heroism—nothing in heaven too glorious for its sympathy. Strengthened, sustained, vivified by that most mysterious power, union with another spirit, it feels itself set well forth on the way of victory over evil, sent out conquering and to conquer. There is no other such crisis in human life. The philosopher may experience uncontrollable agitation in verifying his principle of balancing systems of worlds, feeling, perhaps, as if he actually saw

the creative hand in the act of sending the planets forth on their everlasting way; but this philosopher, solitary seraph as he may be regarded amidst a myriad of men, knows at such a moment no emotions so divine as those of the spirit becoming conscious that it is beloved—be it the peasant girl in the meadow, or the daughter of the sage reposing in her father's confidence, or the artisan besides his loom, or the man of letters musing by his fireside. The warrior about to strike the decisive blow for the liberties of a nation, however impressed with the solemnity of the hour, is not in a state of such lofty resolution as those who, by joining hearts, are laying their joint hands on the whole wide realm of futurity for their own. The statesman who, in the moment of success, feels that an entire class of social sins and woes is annihilated by his hand, is not conscious of so holy and so intimate a thankfulness as they who are aware that their redemption is come in the presence of a new and sovereign affection. And these are many—they are in all corners of every land. The statesman is the leader of a nation, the warrior is the grace of an age, the philosopher is the birth of a thousand years; but the lover, where is he not? Wherever parents look round upon their children, there he has been; wherever children, are at play together, there he will soon be; wherever there are roofs under which men dwell, wherever there is an atmosphere vibrating with human voices, there is the lover and there is his lofty worship going on, unspeakable, but revealed in the brightness of the eye, the majesty of the presence, and the high temper of the discourse.

2. Life is not as idle ore,
But iron dug from central gloom,
And heated hot with burning fears,
And dipt in baths of hissing tears,
And batter'd with the shocks of doom
To shape and use.
3. Call it not chance the link that binds men's hearts
But Heaven's sacred gift to sweeten life.
It is the hand divine that guides man's life
From the inception to the very end;
Nay more, sees even after that life's end,
Its own appointed destiny is reached,
To take fresh shape, its course to run anew,
And reap what it had sown before, for take
The tree, its fruit but falls to reach its base.
The calf his mother easily doth find
Amidst a thousand cows, to suck the milk;
And all our deeds do likewise follow us
Even after death, and they are not our own,
But pre-ordained laws, that must perforce
Be anywise fulfilled, and He alone
It is that sees their strict fulfilment here.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.
TRANSLATION FROM SELECTED LANGUAGE.

Translate into English :—

1. సరి చేసిన రిపు డేల భాస్కరులు భాషానాథపుత్రా వసుం
ధరయందొక్కఁడుమంత్రియయ్యెనినుకొండ్రామయామాత్యభా
స్కరుఁడో యా నయినన్ సహస్రకరకాఖి లే వ వే యున్న వే
తిరమై దానము సేయుచోరిపుల హేతి న్నోయుచో వ్రాయుచోన్.
2. సింగం బాఁకటితో గుహాంతరమునం జేట్టుటుమై నుండి మా
తంగ సుశ్శరితయోధదర్శనముద్యుక్తోధమై వచ్చునో
జం గాంతారనివాసఖిన్నమతి నన్న తేనపై వీడె వ
చ్చెం గుంతీసుతమధ్యముండు సమర సేమాభిరామాకృతిన్.
3. స్ఫురదరుణాంశురాగరుచిఁ బొంపిరి వోయి నిరస్తనీరదా
వరణములై దళత్కమలవైభవజృంభణ ముల్లస్థిల్ల ను
ద్ధరతరహంససారసమధువ్రతనిస్వనము లెల్లంగఁగాఁ
గరము వెలింగె వాసరముఖంబులు కారదవేళఁ జూడఁగన్.
4. తృష్ణాతఁతునిబద్ధబుద్ధు లగురాధేయాదులం గూడి శ్రీ
కృష్ణం గేవలమర్త్యుఁగాఁ దలఁచి మర్దింపంగ నుత్సాహవ
ర్ధింపం డయ్యె సుయోధనుం డకట ధాత్రీనాథ యూహింపునూ
యుష్ణీపంబునఁ గట్ట వచ్చునె మదవూహిధోగ్రశుండాలుమన్.
5. ఎఱుంగరు గాక లోకమున నెవ్వరి కైనను మేలు సేయఁగా
నొక పగునాశ్రమంబున సమున్నత మైనగృహస్థధర్మముం
బఱగడ వైచి గోచి గొని పాతినపొల్లకు ముక్తి కల్గునే
పతిగల సేతీసం గొలుచు పాఠటికిం గలదే తలంపఁగన్.
6. ఎందులకుం జనించితి మఱేమి యొనర్చుచు నుంటి వీజగం
బందు నహింస యొల్లెడల వ్యాప్త మొనర్చుము రాజ్యపాలనం
బందును నిట్టిసౌఖ్యములయందును మున్గక వ్యర్థమైనవే
డ్కం దిగఁ ద్రావి వైళ ముపకారము లోకులకుం బొనర్చుమా.

7. మేడియు నీరమున్ భుజముమీఁద భరించుచు బోతు నెద్దుతో
గూడఁగఁ గాఁడిఁ బూన్చి మునికోల కరంబునఁ బట్టి పగ్గపుం
ద్రాడును మోకు వాతొనయుఁ దాలించి ముందట వెన్నఁ జుంగువ్రే
లాడఁగఁ గానె కట్టుకొని యక్కుటిలాత్తుకుఁ డేగఁ జేసికె.
8. రామత్నావసుదానతోయతటినీవ్రాతంబు కల్లాలిసీ
స్వామిం జెంద యశంబు మేఘములఁ బర్వం గల్లు వర్షాశర
త్సమానాధికరణ్యలబ్ధి కచటం జక్రాయుధం డొందు ని
ద్రాముద్రానుగతప్రబోధములఁ జిత్రం భేకకాలంబునన్.
9. తొంగలిపువ్వుఁడేనియలఁ దూఁకొని మత్తిలి తుమ్మెదల్ పయిన్
బొంగుచు వ్రాల నొప్పెసఁగఁ బూచినపొన్నఁ గడంగికాంచిమున్
మ్రొంగినయావినంబు వెస మీఁదికిఁ బిచ్చిలు వేడికంటి యా
జంగ మటంచు మ్రొక్కె నొకచాన నెలంతలు చూచి నవ్వఁగన్.
10. చినుకు పూసల నొనర్చినబిత్తరపుదండ
దండాలు గల వేల్పు తపసికొండ
కొండటములను జిక్కులు పన్నజడదారి
దారిగట్టులగాయు చీరుటలుఁగు
అలుగుడింటికి వెన్నుఁ డిలకుఁ దెచ్చినచెట్టు
చెట్టు గట్టుగఁ జేయు చెలువతోడు
తోడుచేడెల నేలునొరకును దోఁబుట్టు
పుట్ట లిబ్బల తేనిపొందుగాఁడు
గాడు పూరిని గాంచిన కన్న తల్లి
తల్లిబిడ్డలఁ బెండ్లాడు గొల్లమనికి
మనికితము దీర్పు విలుకానిఁ జెనకువిందు
విందు నీకీర్తి నరసింహవిభునికృష్ణ.
11. కుండవిలాసము తావి ముకుందవిలాసము సదా ముకుందవిలాసం
బిందువిలాసమును సుధాబిందువిలాసము హసించుఁబేళలఫణితిన్.
12. సర్వద్రష్ట యైనయీశ్వరుని కటాక్షవిశేషంబున సృజింపఁ
బడి ప్రేతుండువై సృజ్యంబైన ప్రపంచంబు సృజించుచుండుదు,

உறத்தகும்மரசிராமற்கென்றுவக்கின்றமனத்தைத்
துறத்தினியெனுஞ்சொற்குமின்னிலுத்தொல்லோர்
மறத்தல்செய்கிலாத்தநுமத்தைமறப்பதும்வழக்கன்
றறத்தினுஉங்கினிக்குகாடிதெனலாவதொன்றியாதே.
புரைசைமாக்கரிநிநுபர்க்கும்புறத்துறைவோர்க்கும்
உரைசெய்மந்திரச்சிழுவர்க்குமுனிவர்க்குமுள்ளம்
முரைசமார்ப்பனின்முதன்மணிப்புதல்வனை முறையால்
அரைசனாகிப்பின்னப்புறத்தடுத்ததுபுரிவாய்.

3. தாழ்ந்தோ ருயர்வரென்று மிகவுயர்ந்தோர் தாழ்வரென்
[றுமறஞ்
சூழ்ந்தோருரைக்குமுறைகண்டாம தில் சூழ்கிடந்த
[தொல்லசுழி
தாழ்ந்தோரனந்தன்மணிமுடி மேனின்னன்றுயர்ந்ததட
[வரையைச்
சூழ்ந்தோர்வரையினுதிப்பவன் ருட்கீழ்நின்றதுபோய்
[ச்சூழெய்யிலே.

4. உலகுதன்னைநீப்படைச்சிபுள்ளொடுக்கிவைத்தியீண்
யிலகுதன்னுளேபிறச்சியோரிடத்தையல்லையா
லுலகுநின்னொடொன்றிநிற்கவேறநின்றியாதலா
லுலகுநின்னைபுள்ளசூழல்யாவருள்ளவல்லரே.

5. சுழன்றுமேர்ப்பின்னதுலகமதனா
லுழந்துமுழவேதலை.

6. இன்னாசெய்தாரையொறுத்தலவாநாண
நன்னயஞ்செய்துவிடல்.

7. அற்றேமென்றல்லற்படுபவோபெற்றேமென்
ரோம்புதறேற்றாதவர்.

8. இந்நூல் ஏறக்குறைய இப்பொழுது எஞ்சி நிற்கும்
இலக்கியங்கள் எல்லாவற்றினும் முற்பட்டதாகக் காண்கின்றது.
எவ்வனமாயினும், இதற்கு முன்னே இன்னோரன்ன நூல் தமிழில்
இருந்ததாகக் கண்டதாயில்லை, கேட்டதாயில்லை. வடமொழியில்
உள்ள மிருதிகளும் சமயச்சார்புடனே நியாயப் பிரமாணங்களை
அவ்வக்காலத்துக் கேற்றபடி கூறிய நூல்களாயின. நாம் கண்ட
கேட்ட பிறதேயங்களில் இவ்வகையான நூல் யாதொன்றும்
இருப்பதாக இதுகாறும் கேட்டிலோம். ஆகவே இஃது இணையிலாத
நூலாயிற்று, - நூற்பாருபாடுகளும்-நூற்போச்சும்-துதலிய
பொருளும்-நமதாசிரியர் தமது கல்விகேள்வி

களினாற்றலால் தாமே தமது புந்தியில் புதுவதாகக் கூர்ந்துத் தறிந் துரைத்தனவாதலின், இவ்வாசிரியரும் இணையல்லாதவராயினார்.

“ஆரியமுஞ் செந்தமிழு மாராயந் திதனினிது
சீரிய தென்றொன்றைச் செப்பரிதால்—ஆரியம்
வேத முடைத்துத் தமிழ்திரு வள்ளுவனார்
ஒது குறட்பா வுடைத்து.”

என்றாரைத்தார் இருமொழியிலும் வல்லராக எண்ணப்பட்ட கடைச் சங்கத்தினர். “என்னி னுயர்வுறும் இனித் தமிழ் மொழியென, முன்னுறு பெருவடமொழியழுக் காறற” என்றனர் பிற்பட்டவர்கள்.

வள்ளுவனார் ஒவ்வோரதிகாரத்தையும் பப்பத்துக் குறளாகக் கூறுவதென்று வரையறுத்துக்கொண்டதில் இரண்டு விதமான இடர்ப்பாடுண்டு. அதிகாரப்பட்ட பொருள் பத்துக் குறட்டுக்குக் குறைவதாயின் கூறியதுகூறுதல்-மற்றொன்று விரித்தல், மிகைபடக்கூறல் முதலான குற்றங்களுக்கு இடமுண்டாகும். அதிகாரப்பட்ட பொருள் பத்துக்குறளின் மிகுவதாயின், குன்றக்கூறல் முதலான குற்றங்களுக்கு கிடமுண்டாகும்: அன்றியும் விதிமுகத்தானும் மறைமுகத்தானும் பல அதிகாரங் கூற வேண்டிவதுமாகும். கடவுள் வாழ்த்து அதிகாரப்பட்ட விடத்தில் நீடுவாழ்வார் இன்னார் என்பது இரண்டு குறளால் உணர்த்தினார். அவ்விரண்டு குறளையும் ஒன்றாக இணைத்திருக்கலாம். “அறவாழி யந்தனன்றான் சேர்ந்தார்கு சல்லாற், பிறவாழி நீந்தலரிது” என்ற குறளையும் “பிறவிப் பெருங்கட னீந்துவர் நீந்தார், இறைவனடி சேராதார்” என்ற குறளையும் ஒரு முடிபாக முடிப்பது நன்றாகும். இவ்வாழ்க்கை அதிகாரப்பட்ட இடத்தில், துறவறத்தினும் இல்லறம் ஏற்றமுடையது என்பதற்கு, “அறத்தாற்றினில் வாழ்க்கை யாற்றிற் புறத்தாற்றிப், போடியப் பெறுவதெவன்” என்றும், “இயல்பின னில்வாழ்க்கை வாழ்பவனென்பான், முயல்வாரு ளெல்லாந்தலை” என்றும், “ஆற்றினொழுக்கியறனிழுக்கா வில்வாழ்க்கை, நோற்பாரி னேன்மையுடைத்து” என்றும் மூன்று குறள் கூறினார். நட்பு அதிகாரப்பட்ட விடத்தில் கூறவேண்டிவனவெல்லாம் ஓரதிகாரத்தில் அடங்காமையால், அதனைப் பலவதிகாரங்களாக வகுத்துக்கொண்டார். நமதாசிரியர் இந்நூலை ஏனைப்பாக்களாற் கூறுது குறட்பாக்களாற் கூறிய எடுத்துக்கொண்டதனால், சுருங்கச்சொல்லல்-விளக்கவைத்தல்-நவின்னோர்க்கினிமை - நன்மொழிபுணர்த்தல்

4. ಕೆಸಲೋಳು ಪುಟ್ಟಿದುದಂತುಮಲ್ಲದೆ ರಜಸ್ಸುಲ್ಲಿಢಮೆಂತುಂಜಡಾ |
ವಸಫಂಃಮಧುಪ್ರಸಂಗಿಖರದಂಡಂ ಮತ್ತೆನುತ್ತಲ್ಪಮಂ |
ಬಿಸುಟಿತ್ತುತ್ತಮಮಿಂತುಂಟೆಂದು ಪಿರಿದುಂಸಂತೋಪದಿಂವಾಣಿಬಂ |
ದುಸಮಂಽಕೇನವಿನಸೌರಭದವೋಲ್ ಜಿಹ್ವಾಗ್ರದೋಳ್ ರುದ್ರನಾ ||

5. ಪರಮಬ್ರಹ್ಮಶರೀರಪುಷ್ಪಿ ಜನಿತಾನ್ತವೃಷ್ಟಿ ಪೈವಲ್ಯಜೋ |
ಧರಮಾಸೌಕ್ತಿಕಹಾರಯುಷಿ ಕವಿತಾವಲ್ಲಿಸುಧಾವೃಷ್ಟಿ ಸ |
ವರಸೋತ್ಪಾದನವಿನಸೃಷ್ಟಿ ಬುಧಪರ್ವಾಕೃಷ್ಟಿ ಸರ್ವಾಂಗಸುಖ |
ದರಿವಿಧ್ಯಾನುನುಕಂಠನಿಗ ಮತ್ಯಾವ್ಯ ಸ್ಥೀರಂಗದೋಳ್ ||

6. ಎಳದಳರಂತೆವೆರನಕೊಂಬುಗಳೋಳುನವಧಾತುನಿರ್ಯುರಂ |
ಗಳವೊನಲಂತೆಶೈಲಿಖರಂಗಳೋಳು ಜ್ವಲಮಪ್ಪಮಾಣಿಕಂ |
ಗಳರುಚಿಪರ್ವದಂತೆಸುರಕೂಟ ಕನಕತ್ಯಳಶಂಗಳೋಳುತಳ |
ತ್ತಳಿಸಿದುದಿಪದನ್ನಿಷಿತಮಂಡಲ ಚಂಡಕರಾಂಶುಜಾಲಕಂ ||

7. ಈ ಮಹಾನುಭಾವನೆಳಮೆವಿಡಿದೆಮಗೊಳ್ಳೆಳೆಯಂ ಮೊಡನಾಡಿ
ಗನು ಮಾಗಿದೊಡಂ ಶಮದಮಾದಿಗುಣೈಕಾಶ್ರಯನಾಗಿದೊಡ ಮಿವ
ನೊಡಲೊಳಿಡಿ ಕಡುವೊಗರಪರ್ಕಳದಿಂ ಗಳ್ಳನೆನೊಡಲುಂ ನುಡಿಸಲು
ಮಸದಳವಾಗಿಪುದು. ತಮ್ಮ ಸಂಬಂಧದಿಂದಮೆ ಪೊರಂ ಬಸವಜಿಸಿ
ಯೆಅರಿವುಗಡಿಪುದೆ ಸೌಜಮಾದೆ ದುರ್ಗುಣಂಗಳು ಮಿವನತ್ತಣಿಂ ತಂತ
ವ್ವ ಕಡುಪಂ ಕಳೆದು ಸದ್ಗುಣಂಗಳೆನಿಕುಂ. ಅದೆಂತೆನೆ :—ಕಾಮ
ಮುಮಲ್ಪಂಗಳುಮಸ್ಥಿರಂಗಳುಮೆನಿಸುವೈಹಿಕಾಮುಷ್ಕಿಕ ಫಲಭೋಗ
ವಿಮುಖಮಾಗಿ ಭಗವದ್ಗುಣಾನುಭವ ವಿಷಯಮೆನಿಸಿ ಭಕ್ತಿ ಯೆನಿಪುದು;
ಕ್ರೋಧಮುಂ ಜ್ಞಾತಿಸಾಮಂತಾದಿಗಳನುಜಿದಂತರ್ಜಾಕ್ ಕರಣಂ
ಗಳೊಳ್ಳೊಂಗುವ ಪೊಲ್ಲದ ನೆನಪಂ ಸಲ್ಲದನುಡಿಸಡೆಗಳುಮಂ ವಿಷಯಂ
ಗೊಂಡು ಮೈರಾಗ್ಯಮೆನಿಪುದು ; ಲೋಭಮುಂ ಧನಧಾನ್ಯಾದಿಗಳನಲ್ಲಗ
ಳೆದು ಸದೋಷರಪ್ಪ ಸಂಕ್ರತಜನವಿಷಯವಾಗಿ ವಾತ್ಸಲ್ಯಮೆನಿಪುದು ;
ಮೋಹಮುಂ ಪರಾಪರತತ್ವಂಗಳನಲೆಯಿಂ ಕೆಲಸಾರ್ದು ಸ್ವಕೀಯಗುಣ
ಗಣ ಮಹಾತ್ಮ್ಯಮಂ ಪತ್ತಿಪುಡದೊಂ ಸೌಶೀಲ್ಯಮೆನಿಪುದು ; ಮದ
ಮುಂ ವಿದ್ಯಾಧನಾಭಿಜಾತ್ಯಾದಿಗಳಿಂದಲ್ಲದೆ ಭಗವದ್ಭಗವತಕೃಪಾಸಂ.

ಪನ್ನಮಾಗಿಪುರದಹರಿಂ ಭಗವನ್ನಹಿಮಾನುಸಂಧಾನಮೆನಿಪುದು; ಮಾತ್ಸರ್ಯಮುಂ ಭಗವದ್ವಿಪಯದತ್ತಣಿಂ ಪೆಟತೆನಿಪ ಮಂತ್ರಸಾಧನ ದೇವತಾ ವಿಪಯಮಾಗಿಪುರದಹರಿಂ ಸ್ವರೂಪಜ್ಞಾನಾಂತರ್ಗತಮಾಗಿಪುರದು.

8. ಆತ್ಮಲೀಲಾವತಿಯೆಂಬ ಪುಟಭೇದನದೊಳೊಳುವ ಬೃಹದ್ರಥನೆಂಬ ಭೂಪತಿಯು, ನಿಯೋಳಾಗವನ್ನು ಮನೆಯುತ್ತಿಹ ಮುಟ್ಟವೆಯ ಮಿಸುನಿಕರುಮಾಡದೊಳ್ಪರಿಮಿತಾಪ್ತ ಸಮೂಹದೊಡಗೂಡಿ, ನೃತ್ಯಗೀತಗಳನ್ನಾಲಿಸುತ್ತ ಕುಳ್ಳಿರಲ್ಪ್ರತ್ಯೈಕಮತ್ಯದಿಂದತಿ ಮನೋಹರಮಾದ ಮುಂಜ ವೀಣಾವೇಣು ವೊದಲಾದ ವಿವಿಧ ಮೃದುಮಾಧ್ಯರಸ ಸಂಬದ್ಧ ಫಾದಬಲಿಯರತ್ಯಂತ ಸವಿಯಾದ ಗಾನವಾಸಮಯದೊಳ್ತನ್ನ ಕಿವಿಗಿಂಪಾಗಿಮುಂದೆ ತೆರಳದಹಾಗೆ ಮಾರ್ಗವನಿರೋಧಮಂ ಮಾಡಲೆಳೆಜಿಂಕಯೊಲು ಗಾನಾಮೃತಸ್ವದನಾಸಕ್ತನಾಗಿ, ಆದೃಶ್ಯಂಜನವಪಣಿಗಿಟ್ಟು, ಕರುಮಾಡದಂತರಾಳವನ್ನೆದಿ ನಿಂದು, ಬಂದು ಮುರೂರ್ತವಾಗಾನಸುಧೆಯಂ ಸವಿದು, ಪರಮಸಂತುಪ್ಪತೆಯಪಡೆದು, ತರುಮಾಯ ಕರಗಿ ಕೋಧಿಸಿ ಎರಡ ರಜತಮಯ ಭಿತ್ತಿಯಿಂ, ಶಾತಕಂಭಸ್ತಂಭನಿಕುರುಂಬದಿಂ, ಭವ್ಯವಜ್ರಮಣಿಖಚಿತಮಾದ ಮಿಸುನಿಬೋದಿಗೆಗಳಂ, ಪುಷ್ಕರಾಗದಮಣಿಮಯ ಕೆತ್ತಿರುವತೊಲೆಗಳಂ, ಪವಳಲತೆಯಿಂ ಗೈದಪಲಗಳಸಾಲ್ಗಳಂ, ಮರಕತಮಣಿಪ್ರ ಚರರಾಜಿತ ವಿಟಂಕದಿಂ, ನೀಲನಿವಹಸ್ಥಗಿತ ಸೊಪಾನಪಚ್ಚಿಯಿಂ, ಸ್ಫುಟಿಕಮಣಿಗಣ ಬದ್ಧ ಮಾಗಿರುವ ನೆಲದಿಂದ, ಪದ್ಮರಾಗವಸುತ್ತಕೆತ್ತಿರುವ ಕದಗಳಂ, ಮುತ್ತುಗಳಸರಗಳನ್ನು ಮೇಳವಿಸಿ ಕಟ್ಟಿರುವ ತೋರಣಪ್ರಕರದಿಂದ ವಿಗಣಿತ ಘನಮಣಿಪ್ರವರದೀಪಗಳಿಂದ ವಿವಿಧಮೃದುದಿವ್ಯ ಶಯ್ಯಾ ಸನಕಪ್ರದಿಂದ ನವರತದಹಿಸುತ್ತಿರುವಗರುವತ್ತಿಗಳ ಘನಧೂಮಗಳನ್ನು ಗುಳುಂತ್ತಿಹ ಕುರುವಿಂದ ಮಣಿಖಚಿತ ವಾತಾಧ್ವನಿಕರದಿಂ ಪರಿಮಳದಕರಡಿಗೆಯಂತೆ, ಶಿರಿಯ ತೊರಮನೆಯಂತೆ, ವಿಪಯ ಸೌಖ್ಯಗಳ ಕಣದಂತರಾಜಿಸುತ್ತಿಹ ತಿರೆಯೆಂಯನುಪ್ಪರಿಗೆಯಂ ನೋಡಿ ವಿಸ್ಮಿತನಾದನು.

9. ಜ್ಞಾನಿಯಾದ ಜೀವನ್ಮುಕ್ತನು ಪ್ರಾಯಿಕಮಾಗಿಯೆಂತರವರ ಸಕವಾಸ ಮಾಳ್ವನಾವಾಗುಣಂಗಳೊಳಗೆ ಅಭಿರುಚಿಲೀಲಾನಟನೆಯಂ ಮಿಗೆತೋರ್ಪನೆನೆ—ಅಹಿಂಸೆ, ಪರೋಪಕಾರ, ಶೌಚ, ತಪಸ್ಸು, ಸತ್ಯ,

ಶಾಂತಿ, ದಾಂತಿ, ತಿತಿಕ್ಷೆ, ದಯೆ, ದಾಕ್ಷಿಣ್ಯ, ಮೃದುತ್ವ, ವಿರಕ್ತಿ, ಪುಣ್ಯ, ವಿವೇಕ, ಪಾರಿಶುದ್ಧ್ಯ, ಶ್ರವಣಾದಿಸಾಧನ, ದೀನತ್ವ, ದೈವಭಕ್ತಿ ಮುಂತಾದವುಗಳಂತೋರಿಯೆಂತಹವರುಗಳಲ್ಲಿಯೂಂ ಪ್ರಾಯಿಕವಾಗಿಸುಳಿದಾಡು ತಿಪಾಂ. ಮತ್ತಮಾಜೀವನುಕ್ತನಿದ್ದದೇಶದೊಳು ನಿರುಪದ್ರವವಾಗಿ ರುಪದಲ್ಲದೆ ಶಿಷ್ಯರು ಭಕ್ತರು ಉದಾಸೀನರು ಪಾಪಿಗಳೆಂಬ ನಾಲ್ಕು ತೆರ ನಾದ ಜನಗಳೂಂ ಜ್ಞಾನಿಯಿಂದನುಗ್ರಹಿಸಿಕೊಳ್ಳುವರದೆಂತೆನೆ—ತತ್ತ್ವೋ ಪದೇಶಂಗೆಯ ಜೀವನುಕ್ತನಲ್ಲಿ ಶಿಷ್ಯಂಗೆ ವಿಶ್ವಾಸದಿಂ ಜ್ಞಾನಸಿದ್ಧಿಯಂ, ಬಳಕನುರಾಗದಿಂದಾತನಂ ಅರಾಧಿಸುವ ಭಕ್ತಂಗೆ ಸುಕೃತಾದಿ ಸಾಧ ನಮುಂ, ಬಳಕಾತನಸಜ್ಜರಿತ್ರೆಯಂಕಂಡ ಉದಾಸೀನಂಗೆ ಪುಣ್ಯಕೃತ್ಯಾಭಿ ರತಿಯುಂ, ಬಳಕಾತನದರ್ಶನಸ್ಪರ್ಶನಾದಿಗಳಂ ಪಾಪಿಗೆ ಪಾಪಕ್ಷಯಮುಂ ಸಿದ್ಧಿ ಸುತಿಕುಂ.

10. ಯಾವಭಾರತೇಯರು ಮಹಾಗುಣಶಾಲೆಗಳೆಂದು ವಿದೇಶೀಯ ರಿಂದಲೂ ಹೊಗಳಿಸಿಕೊಳ್ಳುತ್ತಿದ್ದರೋ, ಯಾರಗುಣಗಣಗಳೇ ಅವರಿಗೆ ಅತ್ಯಲೆಂಬಸಂಖ್ಯಾತ್ಮಮವಾದ ಹಸರನ್ನು ತಂದುಕೊಟ್ಟಿತೋ, ಯಾರ ವಿದ್ಯಾವೈದ್ಯವೈದ್ಯವು ಇತರರಿಗೂ ಈಗ ಅತ್ಯಂತ ವಿಸ್ತಾರವನ್ನುಂಟುಮಾ ಡುತ್ತಿದೆಯೋ, ಯಾವ ಮಹನೀಯರ ಸೌಶೀಲ್ಯದಿಂದಲೇ ಈಗಲೂ ನಮ್ಮ ಭರತಖಂಡವು ಪ್ರಶಂಸಾಸ್ವರವಾಗುತ್ತಿದೆಯೋ, ಯಾವ ಶ್ರೀಮಂತರ ರಾಜ್ಯ ಲಕ್ಷ್ಮೀಯು ಅನೇಕಕಾಲಗಳಲ್ಲಿ ನೀಡುರಿಂದ ಸೂರೆಗೊಳ್ಳಲ್ಪಟ್ಟಿದ್ದರೂ ಈಗಲೂ ಪರದೇಶೀಯರಿಗೆಲ್ಲರಿಗೂ ಅವೇಕ್ಷಣೀಯ ವಾಗಿದೆಯೋ, ಯಾವ ಧರ್ಮಜ್ಞರಾ ಧರ್ಮಪರಾಯಣತೆಯಿಂದಲೇ ಈಗಲೂ ಈ ಭರತಖಂ ಡವು ಇಪ್ಪಮಟ್ಟುಗಾದರೂ ಜೀವಿಸಿದೆಯೋ, ಯಾವ ಪ್ರಾಜ್ಞರ ಪ್ರತಿಭಾ ವಿಶೇಷಕ್ಕೆ ಯಾವದೆಯಲ್ಲೂ ತಡೆಯಿರಲಿಲ್ಲವೋ, ಯಾವ ಶಾಸ್ತ್ರಜ್ಞರ ಗ್ರಂಥ ಸಮುದಾಯಗಳು ನಾನಾವಿಧವಾಗಿ ರೂಪಾಂತರವನ್ನೊದಿದರೂ ಇನ್ನೂ ಪರಮಾತ್ಮರ ಜನಕಗಳಾಗಿವೆಯೋ, ಮುಖ್ಯವಾಗಿ ಅಸಾಧಾರಣ ವಾದ ಈ ಮನುಷ್ಯ ದೇಹವನ್ನು ಪಡೆದುದಕ್ಕೆ ಇರಬೇಕಾದಪ್ರತಿಕ್ರಿಯೆತಲೂ ಸಾವಿರಾರುಪಾಲು ಕಟ್ಟಾಗಿಯೇ ಯಾವ ಪುಣ್ಯಪುರುಷರು ಯೋಗತ್ಯಾ ಸಿದ್ಧಿಯನ್ನು ಪಡೆದಿದ್ದರೋ - ಅಂಥವರ ಮಂಡಲೆಯೇ ಆದೇ ಭರತಖಂ ಡದಲ್ಲಿಯೇ ಜನಿಸುವ ನಮ್ಮಲ್ಲಿ, ಅವರಲ್ಲಿದ್ದ ಬಂದ್ಧು ಗುಣವಾದರೂ

ಇರುವುದೆ! ಹೀಗೆ ನಮಗಿದ್ದ ಮೇಲ್ಮೈಯನ್ನೆಲ್ಲ ಕಳೆದುಕೊಂಡಿರುವುದಕ್ಕೆ ಕಾರಣವು, ಮೊದಲನೆಯದು ತೃಪ್ತಿ, ಎರಡನೆಯದು ಆಲಸ್ಯ. ಇವುಗಳನ್ನು ಪೌರುಷವು ಜಯಿಸುವುದು. ಪುರುಷನು ತನ್ನ ಇಷ್ಟಾರ್ಥವನ್ನು ಸಾಧಿಸುವುದಕ್ಕೆ ಅನುಕೂಲವಾದ ಪ್ರಯತ್ನವನ್ನೇ ಎಡೆಬಿಡದೆ ಮಾಡುತ್ತಿರುವುದೇ ಪೌರುಷವೆನಿಸುವುದು. ಇದು ಪ್ರಾಕ್ತನವೆಂತಲೂ ಐಹಿಕವೆಂತಲೂ ಎರಡುವಿಧವಾಗಿರುವುದು. ಪ್ರಾಕ್ತನ ಪೌರುಷವನ್ನು ಈ ಜಗದ ಪೌರುಷವು ಗೆಲ್ಲುವುದು. ಸರಿಯಾದ ಪ್ರಯತ್ನವನ್ನು ಮಾಡಿ ಆರಂಭಿಸಿದುದನ್ನು ಬಿಡದೆ ದೃಢತೆವಾಗಿ ಅದೇ ವ್ಯವಸಾಯವನ್ನು ಮಾಡುತ್ತ ಉತ್ಸಾಹಯುಕ್ತರಾಗಿರುವ ಪ್ರಜ್ಞಾವಂತರು ಅನೇಕ ಮಹಾಮೇರು ಪರ್ವತಗಳನ್ನಾದರೂ ಆಯಾಸವಿಲ್ಲದೆ ನುಂಗಿ ಬಿಡುವರು. ಹೀಗಿರಲು ಪೂರ್ವಜನು ಪೌರುಷವನ್ನು ಗೆಲ್ಲುವುದು ಏನು ದೊಡ್ಡದು? ಅದರೇ ಯಾವ ಬಣ್ಣವಾದರೂ ತೇಜಸ್ವಿಲ್ಲದೆ ಜೊಳೆಯುವುದಿಲ್ಲವಲ್ಲವೆ? ಹಾಗೆಯೇ ಸಕಲ ಕರ್ಮಗಳಿಗೂ ಐಕ್ಯಾನುಸಾರವಾದ ಪ್ರವೃತ್ತಿಯೇ ಮುಖ್ಯವು.

11. ಯೂರೋಪ್ ದಾಖ್ತೆಗಳಲ್ಲಿಯೂ ಜಾತಿಭೇದಗಳೂ ಆದ ರಿಂದ ಉಂಟಾಗುವ ವೈಷಮ್ಯಗಳೂ ನಮ್ಮಲ್ಲಿರುವಂತೆ ಇಲ್ಲ. ಅಲ್ಲಿ ಅಸ್ತಿವಂತರಾಗಿರುವವರೇ ಒಂದು ಜಾತಿಯಾಗಿಯೂ, ಅಸ್ತಿಯೇನೂ ಇಲ್ಲದ ತಮ್ಮ ಕಷ್ಟದಿಂದ ಅಕನ್ಯಹನಿ ಕಾಲಕ್ಷೇಪಮಾಡಿ ಕೊಂಡಿರುವವರೇ ಒಂದು ಜಾತಿಯವರಾಗಿಯೂ ವಿಂಗಡವಾಗಿರುವಂತೆ ತಿಲೆದೋರುತ್ತದೆ. ಬಂಡವಾಳವೂ ನಿರ್ವಾಹಕಿಯೂ ಜೆಜ್ಜಾಗಿ ಇಲ್ಲದೆ ಇದ್ದರೆ, ಅಲ್ಲಿಯ ವ್ಯಾಪಾರರೀತಿಯಾಗಿ ದ್ರವ್ಯೋತ್ಪತ್ತಿಯನ್ನುಂಟುಮಾಡುವುದು ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ಯಂತ್ರಗಳ ಪ್ರಾಬಲ್ಯದ ದನೆಯಿಂದ ದೊಡ್ಡ ಕಾರ್ಖಾನೆಗಳನ್ನು ಕಟ್ಟಿಸಿ, ಬೆಳೆ ಬೆಲೆಯುಳ್ಳಯಂತ್ರಗಳನ್ನು ಇಟ್ಟುಕೊಂಡು, ಅವಕ್ಕೆ ಸಾಮಗ್ರಿಗಳನ್ನು ಬದಗಿಸಿಕೊಂಡು, ನಿರ್ಮಿತವಾದ ಉದ್ಯೋಗ ನಡಿಸಿದವರಿಗೆ ಸ್ವಲ್ಪವೂ ತಮ್ಮ ಉದ್ಯೋಗವಿಂದ ಲಾಭವುಂಟಾಗದು. ಇದೊಂದೂ ಬಡವರಿಗೆ ಸಾಧ್ಯವಾಗದುದರಿಂದ ಉತ್ಪತ್ತಿ ಮಾಡುವ ಯಾವ ಮಾನ್ಯವೆಲ್ಲ ಧನಿಕರಪಾಲೆ ಆಗುವುದು. ಇವರವರಲ್ಲಿ ಕೂಡೆಗೆ ಕೆಲಸಮಾಡುವವರು ಅನೇಕರಾಗಿರುವರು. ಐಶ್ವರ್ಯವಂತರಾಗಿರುವ ಉದ್ಯೋಗಗಳ ಯಜಮಾನರಿಗೆ ನಿರಂತರವೂ ಐಶ್ವರ್ಯ ಹೆಚ್ಚುತ್ತಿರುವುದು,

ಕೂಲಿಯ ಜೀವನದವರಿಗೆ ಜನಬಾಹುಳ್ಯವು ಹೆಚ್ಚುತ ದಂದ್ರವೂ ಹೆಚ್ಚು
ವುದು. ಇಂಗ್ಲೆಂಡಿನಲ್ಲಿ ಪ್ರಭುತ್ವಕ್ಕೆ ಪ್ರಜೆಗಳೆಲ್ಲರೂ ಭಾಗಿಗಳೆಂಬ
ವಿಷಯವು ಬಹುಪ್ರಾಚುರ್ಯಕ್ಕೆ ಬಂದಿರುವುದರಿಂದ, ಅನೇಕರಾದ ಬಡ
ವರಿಗೆ ಹೀಗೆ ಸ್ವಲ್ಪಜನಮಾತ್ರ ಅತ್ಯುನ್ನತ ಸ್ಥಿತಿಯಲ್ಲಿರುವುದೂ, ಮು
ಕ್ತಾಲು ಮೂರುವಿಸಪಾಲು ಜನರೆಲ್ಲರೂ ಬಹುಹೀನಸ್ಥಿತಿಯಲ್ಲಿರು
ವುದೂ ನ್ಯಾಯವಲ್ಲವೆಂದೂ, ತಮಗಿಂತ ಅವರು ಯಾವ ಕಾರಣದಿಂದ
ಶ್ರೇಷ್ಠರಾಗಿರಬೇಕೆಂದೂ ಬುದ್ಧಿಯು ಸ್ಫುರಿಸುತ್ತಿರುವುದು. ಹೀಗೆ ದಿನೇ
ದಿನೇ ಬೆಳೆದು ಬರುವ ವೈಷಮ್ಯದಿಂದ ಯಾವಕಾಲಕ್ಕೆ ಏನು ಅನಾಹುತ
ಸಂಭವಿಸುವುದೋ ಎಂದು, ಅಲ್ಲಿಯ ಅನೇಕ ವಿದ್ವಾಂಸರೂ ಮಂತ್ರಿ
ಗಳೂ ಚಿಂತಿಸುವರು.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF ENGLISH LITERATURE.

NOTE.—Candidates are informed that they are not to attempt to answer more than eight questions. Question V. should be attempted.

I. Give an account of the literary work of Alfred the Great.

II. Explain and illustrate the following statements:—1. "Langland is the last representation of the Anglo-Saxon tradition of poetry." 2. "The influence of the Italian poets on Chaucer is beyond question."

III. Describe the importance for English Literature of—Geoffrey of Monmouth, Christopher Marlowe, Sir Walter Scott.

IV. Sketch the history of the sonnet in English Literature, distinguishing between the forms used by different writers. It is said that a sonnet should be "the expression of a single thought, idea, or sentiment." Illustrate this by examining a sonnet written by any one of the writers you name.

V. Take either the latter half of the sixteenth century or the first half of the nineteenth century, and consider how far the literature of the period you choose reflects the social, political, and religious life of the time.

VI. Mention the chief writers of satire in English Literature. Give an account of the satirical works of any one of them.

VII. Explain the term "metaphysical" as applied to a school of poets by Dr. Johnson. Mention the names of the chief "metaphysical" poets, and give an account of the works of one of them.

VIII. Examine and illustrate the characteristic points of difference between the poetry of Pope and the poetry of Wordsworth.

IX. Contrast the style of Macaulay with those of Carlyle and Charles Lamb.

X. With reference to the following works (1) state by whom and when they were written, and 2. give a brief description of their character :—*Festus, Lavengro, Shirley, The Cloister and the Hearth, Iothair, The Blessed Damsel, The Scholar Gipsy, Peter Simple, Atalanta in Calydon.*

XI. Describe the characteristics of the fiction of the last quarter of a century, and give an appreciation of any novelist of the period with whose writings you are acquainted.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE SANSKRIT LANGUAGE.

I. Point out and give examples of the most important differences between the Vedic and the classic Sanskrit as regards declension and conjugation.

II. परस्मैनिर्गुणसंहिता—Pāṇini. Explain this and distinguish between संहिता and महासंहिता.

III. State and exemplify the declensional peculiarities in Prakrit.

IV. 1. Which class of mutes is of most frequent occurrence in the language and which class is of rarest occurrence, and why? 2. Show that the palatal consonants are derived from the gutturals.

V. To which of the ten conjugations does the greatest number of roots belong, and why? What is the peculiarity you observe in the roots of the tenth conjugation, and how do you account for it?

VI. 1. Mention a class of roots of the first conjugation which can be treated as belonging to the fourth conjugation, and show how it can be so treated. 2. Is the periphrastic future tense an original one? Give reasons for your answer.

VII. State the general rules of accentuation in the following cases :—(1) verbs, (2) vocatives, (3) particles, (4) Upasargas, (5) Bahuvrihi compounds, and (6) Tatpurusha compounds. State also the exceptions in the first two cases.

VIII. Name six words of foreign origin (from three different languages) introduced into Sanskrit and mention the approximate dates of their introduction.

IX. Write notes on the derivation and meaning of the following words :—देवानांप्रिय, सिंह, पृषोदर, जामिन्, अहत्या, कश्यप, उपनिषद् and आत्मन्.

X. 1. Mention not less than four words which have undergone a change in meaning, and trace the change wherever possible.

2. Show how the following words are allied to Sanskrit:—yester, entrail, vocabulary, nephew, faction, penultimate.

XI. "More than half of the whole number of roots given by the Hindu authorities have never been found actually used in the (Sanskrit) literature." How do you account for this?

XII. Explain clearly the following passage:—

तदीशितारं चेदीनां भवांस्तमवमंस्त मा ।

निहन्त्यरीनेकपदे य उदात्तस्वरानिव ॥

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT : TEXT-BOOKS (i).

Kāvya-prakāśa, Bālarāmāyaṇa, Chāṇḍakauśika and Priyadarśikā.

N.B.—Full marks will be awarded for answering about three-fourths of this paper. Question III. must, however, be answered in Sanskrit.]

I. 1. (a) Is there any internal evidence to show that the author of the *Kārikās* in the *Kāvya-prakāśa* is identical with the author of the *Vṛttis* thereon? If so, examine such evidence. (b) A certain verse in the *Kāvya-prakāśa* is interpreted by some commentators to mean that a small portion at the end of that work was written by another author than Mammaṭa. Refer to the verse in question and give the name of that other author. 2. Determine the age of Mammaṭa. 3. Briefly explain the following and

illustrate them from the *Kāvya-prakāśa*:—ब्राह्मणश्रमणकन्याय,

अदग्धदहनन्याय, गङ्गुरिकाप्रवाहन्याय.

II. 1. Show how the figure शरेषुयुगखेन्दवः is arrived at in relation to *dhvanis*. 2. Point out the *vyanggyas* and *vyanjakas* in the following and give the names of the respective *dhavanis* therein:—

(a) न्यक्कारो ह्ययमेव मे यदरयस्तत्राप्यसौ तापसः

सोऽप्यत्रैव निहन्ति राक्षसकुलं जीवन्सहो रावणः ।

धिग्धिक् शक्रजितं प्रबोधितवता किं कुम्भकर्णेन वा

स्वर्गप्रामटिकाविलुण्ठनवृथोच्छूनैः किमेभिर्भुजैः ॥

(b) ताला जाअंति गुणा जाला दे सहिएरहिं घेपन्ति ।

रङ्गकिरणाणुगहिआईं होन्ति कमलाईं कमलाईं ॥

3. Briefly state the different interpretations given of Bharata's aphorism relating to रसनिष्पत्ति.

III. 1. State clearly the views of the Bhāttas and the Prābhākaras regarding *Vākyārtha*. 2. Give the *pūrvapakshin's* and the *siddhāntin's* views in regard to the following proposition:—

अखण्डबुद्धिनिर्ग्राह्यो वाक्यार्थ एव वाच्यो वाक्यमेव वाचकम्.

3. Comment on the following so as clearly to bring out the distinction between व्यङ्ग्यार्थ, लक्षणीयार्थ and नेयार्थ.

(a) लक्ष्यं न मुख्यं नाप्यत्र बाधो योगः फलेन नो ।

न प्रयोजनमेतस्मिन् न च शब्दः स्वलङ्घतिः ॥

(b) निष्ठा लक्षणाः काश्चित् सामर्थ्यादिभिधानवत् ।

क्रियन्ते साम्प्रतं काश्चित् काश्चिन्नैव त्वशक्तिः ॥

4. Explain the following and give their application in the *Kāvyaaprakāśa*:—

(a) विशेष्यं नाभिधा गच्छेत्क्षीणशक्तिर्विशेषणे ।

(b) गुणानां च परार्थत्वादसम्बन्धस्समत्वात्तयात् ॥

IV. 1. (a) What is a *bhāva* and how does it differ from a *rasa*?

(b) Explain how as a रसज्ञापनकारण the आलम्बनविभाव differs from the उद्दीपनविभाव. 2. Point out the *rasa* with its *vibhāvas*, *anubhāvas* and *vyabhichārins* in the following:—

रेरे कृत्स्नाः प्लवगपशवः किंभवद्विर्भवद्वि-

स्संग्रामाग्रे मम रणरसो लम्बितस्सर्वभावम् ।

यस्मिन् करिमन्नखलु समरे रोचकी सिंहनाद-

स्तन्मे रामं कथयत स हि श्रूयते वीरसिंहः

V. 1. Distinguish between (a) परिकर and काव्यलिङ्ग and (b) काव्यलिङ्ग and अर्थान्तरन्यास. 2. Show how रूपक differs from निदर्शना in the following examples:—

(a) राजसेवा मनुष्याणामसिधारावलेहनम् ।

पञ्चाननपरिवृद्धो व्यालीवदनचुम्बनम् ॥

(b) अङ्घ्रिदण्डो हरेरूर्ध्वमुक्षितो बलिनिग्रहे ।

विधिविष्टरपद्मस्य नालदण्डो मुदेऽस्तु वः ॥

VI. 1. How does Vāmana's view of गुण and अलङ्कार differ from that of Mammata? 2. Distinguish between विरद्धमतिकृत and प्रकाशितविरद्ध, अविमृष्टविवेयांश and अभवन्तयोग. When are अप्रतीत and अपुष्ट not considered faults of style? Give one example in each case. 3. Show how the following are faulty:—

(a) मसृणचरणपातं गम्यतां भूस्सगर्भा

विरचय सिचयान्तं मूर्ध्नि घर्मः कठोरः ।

तदिति जनकपुत्री लेचनैरश्रुपूर्णैः

पथि पथिकवधूभिर्वीक्षिता शिक्षिता च ॥

(b) अहङ्कारेण जीयन्ते द्विपन्तः किं नयश्चिया ॥

VII. 1. Re-write in Prākṛit:—हंहो लङ्कापुरीप्राकारपालका अ-
तिक्रान्तयामिनोयुद्धजनितं वलीमुखबलविध्वंसनं प्रतिकुरुत ।
उत्तम्भयत विहितोन्मूलनानि तोरणानि । एतत्किं न पश्यथ

दोलितमद्वालिकं विव्रष्टितं वरण्डिकाप्रखण्डं जर्जरितं यन्त्रसन्तानं
निकुञ्चिताः काञ्चनिकाः ॥

2. Point out and explain the प्रस्तावनाङ्ग referred to in :—

प्रकष्टिरामाम्भोजः कौशिकवान् सपदि लक्ष्मणानन्दी ।

सुरचापश्मनहेतोरयमवतीर्णश्शरत्समयः ॥

3. मुक्कहरिणङ्गभण्डलपासप्पसरो बुधो विबुधमग्ने ।

ओद्धरिअ राहुविहुरं णश्लिणीणाहं समुल्लिहइ ॥

Explain this passage and show how it satisfies the conditions of the ध्रुवागीति.

VIII. 1. Give all the characteristics of a गर्भाङ्ग, and mention the several objects it is made to serve in dramas. With what object is it introduced into the Bālarāmāyaṇa? 2. Name and explain the *nāṭakasandhyangas* in the following :—(a) कौशिकः (सक्रोधम्)—

आः कथमद्यापि न सम्भृतानि मे दक्षिणासुवर्णानि ॥

(b) प्रतीहारी (स्वगतम्) कथमेते निखिलक्षत्रियाश्चापारोपकर्मणि
वितथसामर्थ्या वर्तन्ते । तदेतेष्वनाकलितसारो विकर्तनकुलकुमार

आस्ते तथापि सङ्कीर्तयाम्येनम् ।— इत्यारभ्य—

सीता—सहि हेमण्यहे भगं भगस्स भअवदो चावं ।

हेमप्रभा—सम्पणं च पियसहोए पाणिगहणं ।—इत्यन्तेन.

IX. 1. Why should not *praveśaka* be used in the first Act of a dramatic composition? Illustrate your answer from the *Chanda-kauśika* or the *Priyadarśikā*. 2. Do you find in the *Priyadarśikā* any reference to an important character in the drama of *Ratnāvali*? If so, state what you know of that character.

X. 1. Annotate the following passages in accordance with the Kāvya-prakāśā, and also otherwise where necessary :—

(a) वाग्वैदर्भी मधुरिमगुणं स्यन्दते श्रोत्रलेहं
वस्तुन्यासो हरति हृदयं सूक्तिमुद्रानिवेद्यः ।
सद्यस्सूते रसमनुपमप्रौढिजन्मा प्रसादः
सन्दर्भश्रीरिति कृतधियां धाम गीर्देवतायाः ॥

(b) सुवर्णबन्धविद्योति कुरुत श्रवणाश्रयम् ।

सच्चायमुल्लसद्दत्तं काव्यं मुक्तामयं बुधाः ॥

2. What is the idea of Sitā when she gives the following replies to Hemaprabhā in respect of the several kings concerned ?

(a) जो तिरुदहणवृण्डिअमहाकालणामन्तरिअखण्डपर-
सुणामपवित्तिअणिहालवट्टो । (b) जो दविच्चूडामणी । (c) जो
सो णम्मदालङ्किदमण्डलाहिर्पई । (d) जो विन्दावणविहारदुल्ल-
लिओ । (e) जो मरहट्टवरिट्टो ।

3. From what work is the following passage quoted :—

असुर्या नाम ते लोका अन्धेन तमसा वृताः ।

तांस्ते प्रेत्याभिगच्छन्ति ये के चात्महनो जनाः ॥

Show how this quotation differs in meaning from the original. 4. What are said to be the means for attaining the तारकज्ञान ? Refer to any Upanishadic passages bearing on the point. 5. State the difference in point of literary merit between the Lāṭas and the Vaidarbhas.

XI. 1. Explain the following passages :—

(a) राजा (आरण्यकाया हस्तं गृहीत्वा) .—

सद्योऽक्षयायबिन्दुव्यतिकरशिशिरः किं भवेत्पद्मकोशो
ह्लादित्वं नास्य मन्ये सदृशमिदम्पश्येव वीतातपस्य ।

मुख्यलोको हिमौघं कररजनिकरो हन्त किं सोऽपि दाहो
जातं खेदापदेशादविरतममृतं रयन्दते व्यक्तमेतत् ॥

(b) रामः सीतां प्रति—

यत्तार्थातिशयोऽपि सूत्रितजगन्मर्यादया मोदते
सन्दर्भश्च समासमांसलपदप्रस्तारविस्तारितः ।
उक्तिर्योगपरम्परापरिचिता काव्येषु चक्षुष्मतां
सा रम्या नवचम्पकाङ्गि भवतु त्वन्नेत्रयोः प्रीतये ॥

(c) मध्ये व्यक्तमनादिविभ्रमवशादव्यक्तमाद्यन्तयोः

पञ्चत्वं प्रकृतिः किलारय जगतस्तत्पञ्चधा सम्भृतं ।
संसारार्णववीचिभङ्गवलयैर्योगावियोगैरसमा-
स्तन्मोहादपरं न वेद्मि विदुषां शोकरय यत्कारणम् ॥

(d) किंपुनराद्योरङ्गकारत्वमुचितं यथोरन्तरङ्गोऽभियोगः ।

(e) णक्खु दिट्ठे अणुवक्खणं णाम ॥

(f) प्रज्ञावतां हि चक्षुरक्षुद्रमतिविषयासु धिषणासु प्र-
[तिवसति ॥

2. Note some of the anachronisms in Act III of the *Bālarā-māyaṇa* and justify such of them as you can.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS (ii).

Śārirakasūtra and Nyāyadarśana.

[N.B.—Answers to questions III, VII, and VIII. 1. must be in Sanskrit only.]

1. Explain the terms *Advaita*, *Viśiṣṭādvaita* and *Dvaita* as applied to the systems of Śaṅkara, Rāmānuja and Madhva.

II. How does Śāṅkara define Paravidyā and Aparavidyā? What relation does he recognise between them and why? State with reasons, whether the division of the Vidyā into Parā and Aparā is recognised by the Sūtrakāra.

II. उपासनानि कतिविधानि ? एकैकस्योदाहरणं स्वरूपं फलं च सप्रमाणं निरूप्यताम्.

IV. आश्रित्य नूनममृतद्युतयः पदं ते

देहक्षयोपनतदिव्यपदाभिमुख्याः ।

लावग्यपुण्यनिचयं सुहृदि त्वदास्ये

विन्यस्य यान्ति मिहिरं प्रतिमासभिन्नाः ॥

इदं भगवन्मुखवर्णनपरं काव्यं समुचितब्रह्मसूत्रश्रुतिजालोप-
न्यासपूर्वकं व्याख्यायताम्.

V. 'स एतान् ब्रह्म गमयति' इत्यत्र के ते पूर्वाचार्याः येषां मतं ब्रह्मशब्दव्याख्यानाय सूत्रकारैरुपन्यासितं? कीदृशं च तत्? किं युक्तिकं च? कां नामान्यादृशो रीतिमनुबन्धन्ति भाष्यकाराः अत्र व्यवस्थापने? कारणानि च तत्र कानि?

VI. काः पुनः सगुणश्रुतयः निर्गुणश्रुतयश्च?

कथं पूर्वसामेवोत्तरशेषत्वं न पुनरुत्तरासामितरशेषत्वम्?

कथं वा सगुणवादिनो वर्णयन्ति तात्पर्यं निर्गुणश्रुतीनां? किंमूलं च तादृग्वर्णनम्?

VII. "बाधितमपि तु मिथ्याज्ञानं द्विचन्द्रज्ञानवत् संस्कारवशात् कश्चित्कालमनुवर्तत एव." इति भाष्यकाराः. अत्र द्विचन्द्रज्ञाने

बाधकसन्निधावपि मिथ्याज्ञानहेतोः परमार्थतिमिरादिदीपस्य ज्ञानबाध्यत्वाभावेनाविनष्टत्वात् मिथ्याज्ञानानुवृत्तिरविरुद्धा ; प्रवृत्ते तु भेदज्ञानसामग्र्या अपि वासनायाः मिथ्यारूपत्वेन ज्ञानीतस्यैव निवृत्तेः कथंकारमनुवृत्तिरिति परे शङ्कन्ते. अत्र समाधीयताम्.

VIII. 1. इमानि सूत्राणि वाक्यानि च सन्दर्भोपन्यासपूर्वकं व्याख्यायन्ताम्.

(a) यस्तद्वेद यत्सवेद समयेतदुक्तः ॥

(b) यद्वै तन्नपश्यसि पश्यन्वै तन्नपश्यति ॥

(c) प्रयाजादिवत् ॥

(d) तद्वचनं तद्विषयमेवोपक्षीणमिति चेन्न,

प्राप्तमानवचनवृत्तिपरत्वाद्विशेषणस्य ॥

(e) द्वादशाहवदुभयविधं बादरायणोऽतः ॥

(f) प्रतिषेधादिति चेन्न शरीरात् । स्पष्टे ह्येकेषाम् ॥

2. What objections can be raised against Śankara's interpretation of (f) in the above, and how will you meet them ?

IX. 'The exposition of the Nyāya is tedious, loose and unmethodical.' Comment as briefly as you can upon the justice or otherwise of the above criticism.

X. " नित्यसुखाभिव्यक्तिर्मोक्षः " इति भाट्टमतस्य खण्डने पूर्वपक्षपरंपराः वात्स्यायनभाष्यरीत्या प्रदर्शनीयाः.

XI. अवयवसमूहव्यतिरेकेणापि पदार्थान्तरमवयविनं नैयायिकाः किमर्थमभ्युपगच्छन्ति ? प्रत्यक्षं चानुमानेऽन्तर्भावयितुं कीदृशी व्यक्तिरुपन्यस्ता ? कथं वा सा निरासि ?

XII. प्रत्यक्षादिचतुष्टयतोऽप्यन्यानि कानि प्रमाणानि मीमांसकाभ्युपगतानि ? किंलक्षणानि किमुदाहरणानि च तानि ? कथमेतेषां नैयायिकाः प्रत्यक्षादिष्वेवान्तर्भावं वर्णयन्ति ?

XIII. “ हेतुः किंच विशिष्टधीरनुमितौ न ज्ञानयुग्मम्. ”

Explain the above.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay in Sanskrit on one of the following subjects:—

- (1) The ethical value of Vedantic teaching.
- (2) Education in Ancient India.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOKS (iii).

Pāṇini's Ashtādhyāyī with the Kāśikāvṛtti.

[N.B.—Answers to questions III. and IV. must be in Sanskrit.]

I. 1. वक्ष्यमाणासु परिभाषासु याः काश्चन चतस्रः परिभाषास्तोदाहरणं व्याख्यायन्ताम्.

(a) नानर्थकेऽलेन्यविधिः ।

(b) येन नाव्यवधानं तेन व्यवहितेपि वचनप्रामाण्यात् ।

(c) अङ्गवृत्ते पुनर्वृत्तावविधिः ।

(d) एकानुबन्धकग्रहणे न द्वानुबन्धकस्य ।

(e) अन्तरङ्गानपि विधीन्बहिरङ्गी त्यब्बाधते ।

(f) सकृद्रतो विप्रतिषेधे यद्वाधितं तद्वाधितमेव ।

(g) संनिपातलक्षणो विधिरनिमित्तं तद्विघातस्य ।

(h) यस्य च लक्षणान्तरेण निमित्तं विहन्यते न तदनित्यं भवति ।

2. प्रसज्य प्रतिषेधः, पर्युदासः, भाषितपुंस्कः, भारद्वाजनियमः, भूतपूर्वगतिः. उक्तानि पदानि सोदाहरणानि संग्रहेण विवरणीयानि.

II. 1. अधस्ताद्विहितेषु वाक्येषु रेखाङ्कितानां वैदिकरूपाणां लोफिकानि रूपाणि प्रदर्शनीयानि. (a) स नः सिन्धुमिव नावया । (b) वधो वृत्रम् । (c) दक्षिणतः शये । (d) सूर्यं चक्षुर्गमयतात । (e) मरुतस्तज्जुष्टन । (f) इक्षीनं देवान् । (g) जगृम्मा ते दक्षिणमिन्द्र हस्तम् । (h) अवियोना दुरस्युः । (i) धिष्व वज्रं दक्षिण इन्द्र हस्ते । (j) वक्ष्यन्ती वेदागनीगन्ति कर्णम् ।

2. “ उणादयोऽव्युत्पन्नानि प्रातिपदिकानि ” इत्यत्र उणादिप्रत्ययान्ताश्चब्दा अव्युत्पन्ना एवेति भगवतः पाणिनेराशयस्य किं गमकम् ? अस्मिन्विषये शाकटायनादीनां मतमपि निरूपणीयम्. त्रिचतुराणि उणादिप्रत्ययान्तानि पदान्युदाहरणीयानि.

III. 1. वक्ष्यमाणेषु सूत्रेषु रेखाङ्कितानां कृत्यानि सोपपत्तिकं वर्णयन्ताम्.

(a) वदव्रजहलन्तस्याचः ।

(b) स्यन्तक्षणश्चसजागृणिक्येदिताम् ।

(c) शीङोऽट् ।

(d) अद्ङतारादिभ्यः पञ्चम्यः ।

(e) तुह्योस्तातड्डाशिष्यन्यतरस्याम् ।

(f) उगिदचां सर्वनामस्थानेऽधातोः ।

2. शृद्धप्रां ह्रस्वो वा । इदं सूत्रं शक्यमकर्तुमिति केचिद्वर्णयन्ति. तत्र कारणमुपपाद्यताम्. 3. गमेरिट् परस्मैपदेषु । इदं सूत्रं पदशेषकारः कथं विवृणोति ?

IV. 1. इमाः कारिकास्पर्ष्टं व्याख्यातव्याः :-

(a) अदसः सोर्भवे दोत्वं किं सुलोपो विधीयते ।

ह्रस्वाह्लुप्येत संबुद्धिर्न हलः प्रकृतं हि तत् ॥

आप एत्वं भवेत्तस्मिन् शलीत्यनुवर्तनात् ।

प्रत्ययस्थाच्च कादित्वं शीभावश्च प्रसज्यते ॥

(b) संयोगे गुरुसंज्ञायां गुणो भेत्तुर्न सिध्यति ।

विध्यपेक्षं लघोश्चासौ कथं कुण्डिर्न दुष्यति ॥

धातोर्हि नुम् कथं रञ्जेः स्यदिश्रध्योर्निपातनात् ।

अनल्लोपशि दीर्घत्वे विध्यपेक्षे न सिध्यतः ॥

अभ्यस्तस्य यदाहाचि लङ्घ्यं तत्कृतं भवेत् ।

क्रुसनोर्यत्कृतं कित्त्वं ज्ञापकं स्याल्लघोर्गुणे ॥

2. आक्कीनद्योर्नुम् ॥

तुदती । तुदन्ती । अत्रान्तरङ्गत्वादेकादेशे कृते व्यपव-

गर्भावादवर्गान्तादङ्गानुत्तरस्य शत्रुरिति न युज्यते वक्तुम् । उ-
भयत आश्रये नान्तादिवदित्यन्तादिवद्भावोऽपि नास्ति । भूतपूर्व-
गत्याश्रयणे वाऽदती प्लतीत्येवमादिष्वतिप्रसङ्ग इति ॥ अस्य पू-
र्वपक्षस्य समाधानं कथं द्वेधा वर्णयन्ति ?

V. 1. वीरुत्, मद्रुः, भववान्, चलाचलः, पिपावयिषति, इक्षुः,
अश्रम, वत्सः.— इमानि पदानि व्युत्पाद्यन्ताम्. तत्र तत्र विशेष-
षाथ प्रतिपाद्यन्ताम्. 2. एतेषु पदयुग्मेऽप्येकैकरयाप्यर्थभेदे वर्ण-
नीयः. पाण्यम्, पाक्यम् । धनायति, धनीयति । त्राणः, त्रातः ।
धृष्टः, धर्षितः । अम्यर्णः, अम्यर्दितः । अक्तः, अंचितः ।
3. अधो विन्यस्तानां धातूनां यथानिर्देशं प्रथमपुरुषैकवचनानि
लिख्यन्ताम्. (a) विधून्ने विशेषणे चार्थे विद्यमानाणिजन्ता-
द्वाधातोः, स्नेहविरातनार्थकाणिजन्ताल्लोधातोश्च— लुटि. (b) वृधा-
तोराशीर्लिङि, अस्मादेव सन्नन्ताल्लुटि. (c) क्षिधातोर्लुङि. (d) स्नु-
धातोर्णिजन्ताल्लुङि. (e) ऋधातोर्लुङन्ताल्लुटि. (f) विक्षेपार्थात्कृधा-
तोर्लुङ्गन्ताल्लुटि. (g) द्रुहधातोर्लुटि. 4. निपूर्वकाद्वाधातोः,
विपूर्वकादर्द्धधातोश्च निष्ठाप्रत्ययान्तानि रूपाणि लिख्येरन्.

VI. 1. (a) यदुपार्धेर्विभाषा तदुपार्धेः प्रतिषेधः ।

(b) प्रकृतिग्रहणे ण्यधिकस्यापि ग्रहणम् ।

(c) यस्मिन्विधिस्तदादाबलग्रहणे ।

(d) यङ्लुगन्तादात्मनेपदं न भवति !

(e) अद्विर्वचननिमित्तेपि णौ स्थानिवद्भवति ।

(f) अभ्यासविकारेऽपवादो नोत्सर्गान्विधीन्बाधन्ते ।

उक्तेषु वाक्येषु तयाणां वाक्यानां ज्ञापकानि ज्ञप्तिप्रका-
राश्चोपपाद्यन्ताम्.

2. महोपालवचश्चुत्वा जुघुषुः पुष्पमाणवाः ॥

अत्र कानुपपत्तिः ? कथं परिहारः ?

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

TEXT-BOOKS (iv).

Rig-Veda and Ātvalāyana Grihya Sūtra.

[N.B.—Full marks will be awarded for answering about three-fourths of this paper. Question I. must, however, be answered and in Sanskrit.]

I. Paraphrase :—

1. (a) उरुं हि राजा वरुणश्चकार सूर्याय पन्थामन्वेतवा उ ।

अग्ने पादा प्रतिधातवेऽकरोतापवक्ता हृदयाविधश्चित् ॥

(b) एतेनाग्ने ब्रह्मणा वावृधस्व शक्ती वा यत्ते

चैकृम विदा वा ।

उत प्र णेऽयमि वस्यो अस्मान्त्सं नः सृज

सुमत्या वाजवत्या ॥

(c) अयोद्धेव दुर्मद आ हि जुह्वे महावीरं

तुविबाधमृजीषम् ।

नातारीदस्य समृतिं वधानाँ सं रजानाः

पिपिष इन्द्रशत्रुः ॥

(d) वि सुपर्णो अन्तरिक्षाण्यह्यद्भिरुषेपा अ-

सुरः सुनीथः ।

कोऽदानीं सूर्यः कश्चिकेत कतमां धां

रश्मिरस्या ततान् ॥

2. (a) इष एकधूर्जे द्विपदी रायस्पोषाय त्रिपदी मायोभ-
व्याय चतुष्पदी सखा सप्तपदी भव सा मामनुव्रता भव.
पुत्रान्विन्दावहै बहुंस्ते सन्तु जरदष्टयः ॥ (b) या दिव्या आपः
पृथिवी सम्बभूवुर्या अन्तरिक्ष्या उत पार्थिवीर्याः ॥ हिरण्यवर्णा
यज्ञियास्ता न आपः शंस्योना भवन्त्विति संस्तवान् समवनीय
ताभिरद्भिः पुत्रकामो मुखमनक्ति ॥ (c) सुश्रवः सुश्रवा असि य-
था त्वं सुश्रवः सुश्रवा अस्येवं मां सुश्रवः सुश्रवसं कुरु ; यथा
त्वं देवानां यज्ञस्य निधिपोऽस्येवमहं मनुष्याणां वेदस्य निधिपो
भूयासम् ॥

(d) नाम चास्मै दद्युः घोषवदाद्यन्तरन्तस्थम-

भिनिष्ठानान्तं द्वाक्षरम् ।

अभिवादनीयं च समीक्षेत तन्मातापितरो

विद्यातामोपनयनात् ॥

(e) वंशान्तरेषु शरणानि कारयेत्, गर्तेऽववकाशीपाल-
मियत्रधापयेत्, नास्याग्निर्दाह्यो भवति ॥

II. 1. Explain the following :—

(a) विभक्तासि चित्रभानी सिन्धोर्हर्मा उपाक आ ॥

(b) इदं विष्णुर्वि चक्रमे त्रेधा मि दधे पदं ।

समूहमस्य पांसुरे ॥

(c) त्वमग्रे प्रथमो अङ्गिरस्तमः ... द्विमाता ॥

(d) तिस्रो द्यावः सविनुर्द्वौ उपर्याँ एका यरुस्य

भुवने विरापात् ॥

आणिं न रथ्यममृताधि तरथुः ॥

(e) अगोरुधाय गविपेद्युक्षा यदरम्यं वचः ॥

(f) स्तुहि श्रुतं गर्तसदं युवानम् ॥

(g) मम व्रते हृदयं ते दधामि मम वाचमेकव्रती जुषस्व ॥

(h) अजयो गा अजयः शूर सोमम् ॥

(i) अष्टौ व्यस्यत्ककुभः पृथिव्यास्त्रौ धन्व योजना

सत सिन्धून् ॥

2. Explain clearly the following so as to bring out the moral deducible therefrom :—

(a) राजन्तमध्वराणां गोपामृतस्य दीदिविम् ॥

(b) अथा वयमादित्य व्रते तवानागसो अदितये रयाम ॥

III. 1. In what sacrifice are the Sūktas 24 to 30 sung ? 2. Name the Rishis of the Sūktas you have read. 3. Give the date of the Āśvalāyana Grihya Sūtra. In what part of the country did this school originally flourish ? 4. Who are the ऋभवः ? Why have they obtained recognition as Devas entitled to a share in sacrificial offerings ? 5. What are the (a) त्रीणि सवनानि ; (b) विष्णोस्त्रिविक्रमाः and (c) पञ्चमहायज्ञाः ? 6. Who is said to have forged Indra's weapon ?

IV. 1. 'The deities of the Rig Veda are the powers and manifestations of Beneficent Nature.' Justify this statement with reference to the conceptions of (a) Indra, (b) Aditi, (c) Varuṇa, and (d) Aśvins. 2. Describe briefly the conceptions of (a) Indra, and (b) Varuṇa as far as they are developed in the portion of the text you have read. 3. In the body of the rules for the उपनयन

ceremony, there is no provision for investiture with the यज्ञोपवीत ; what is the explanation for such an omission ? On what occasions, according to your text, is a ब्रह्मचारिन् to wear the यज्ञोपवीत ?

4. Some of the riks from the portion of the Veda you have read are quoted in the Āśvalāyana Grihya Sūtra. Quote or refer to any four of them and state on what occasions they are to be recited.

5. (a) What is the explanation of the Kaushitaki Brāhmaṇa as to why सविता is styled हिरण्यपाणिः ? (b) Which is अपराजिता

दिक् ? Why is it so called ? (c) State briefly the two Upākhyānas referred to in II (1) (h).

V. 1. What are : (a) शामित्राग्निः ; (b) चैत्ययज्ञः ; (c) अनुप्रवचनीयम् ; (d) पृषदाज्यम् ; (e) पूर्णाहुतिः ; (f) ब्रह्माञ्जलिः ; (g) मधुपर्कः ; and (h) अनुस्तरणी. 2. What are the ingredients of मधुपर्क ? To whom should it be given ? 3. When should the exclamations स्वधा, स्वाहा, and ववर् be used ? 4. Mention the three lady teachers referred to in the काण्डर्षितर्पण ceremony ? How do you explain the inclusion of the name of Aśvalāya in the same ceremony ?

VI. 1. Write the rik [I. 1 (b)], (a) with the Samhita accent and (b) with the Pada accent. 2. Mark the accent in : (a) विश्वदेवसम् ; (b) सविता ; (c) शितिपादः ; (d) चित्तमानुः ; (e) रोदसी ; and (f) नराशंसम्. 3. Modernize : स घा नः सूनूः शवसा पृथु-

प्रगामा सुशेवः । मीढ्वाँ अस्माकं बभूयात्. 4. Justify the following according to the rules of Pāṇini:—(a) दिवित्मा वचः ;

(b) मघोनः रक्ष तन्वः ; (c) अनाशस्ता इव स्मसि ; (d) अहन्नेन प्रथमजामहीनाम् ; (e) अन्नपतेऽन्नस्य नो देहि ; (f) तूतजान.

5. Give the Vedic forms for (a) आत्मना ; (b) तैः ; (c) स्मः ; (d) कस्य ; (e) आगच्छन्तु ; and (f) ज्ञयामः.

VII. 1. Point out the grammatical peculiarities in (a) सूनृतम् ; (b) एहिमायासः ; (c) वर्षिष्ठम् ; (d) दूळभम् ; (e) जिहीडमानः ; (f) अमीवचातनम् ; (g) खिष्टकृत् ; (h) अन्नाद्यम् ; (i) नाकम् ; (j) सिसासन्ती ; (k) विराषाट् ; (l) ऋघायमाणम् ; (m) वंसगः ; (n) विद्यनापसः. 2. Give the meanings of:—(a) दुवः, (b) पुरन्धो, (c) विश्वायुः, (d) रुद्रवर्तनी, (e) कक्ष्यप्रा, (f) द्रापिः, (g) विदद्वसुः, (h) जराबोधम्, (i) मृळ्य, (j) द्विप्रव्राजिनी, (k) अविदासिनः, (l) तलम्, (m) भ्राजः, (n) हरस्त्री, and (o) नाराशंस्यम्. 3. Give the two meanings of:—(a) तुञ्जे तुञ्जे, (b) आकृष्णेन रजसा ... सविता आयातु निवेशयन्मृतं मर्त्यं च.

4. What is the distinction between सवितृ and सूर्य in सविता वेति सूर्यम् ? 5. Give the roots and root-meanings of:—

(a) असुरः, (b) सविता, (c) सन्त्यः, (d) चर्षणिः, (e) अग्निः, (f) इळा, (g) वह्निः, (h) उषस्, (i) स्योना and (j) सिन्धुः.

6. When is a verb used in लेट् form ? Give three examples.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.
HISTORY OF SANSKRIT LITERATURE.

I. 1. Enumerate the *Daśagranthas* of the Vedic literature.
2. Comment upon the following observation :—"The principle on which the *Samhitā* of the *Rig-veda* was made is different from that which guided the compilers of the *Samhitās* of the *Adhvaryus* and *Udgātṛis*."

II. What is the object of the *Brāhmaṇas*? Name all the *Brāhmaṇas* and classify them under their respective *Vedas*. Point out the essential difference as regards subject-matter between the *Brāhmaṇas* of the several *Vedas*.

III. Give a brief account of the origin and growth of the *Upaniṣads*, and enumerate the oldest and most important of them.

IV. What were the circumstances which gave rise to the *Prākṛit* literature? Name the chief *Prākṛit* dialects and the works in which they occur.

V. Relate briefly the story of any two of the following works and show how each of them can be regarded as having a special value of its own :—*Nāgānanda*, *Mṛicchhakatika*, and *Harsha-charita*.

VI. Supply the names of the authors omitted in the following passages :—

1. कीर्तिः—स्य प्रयाता कुमुदोज्ज्वला ।

सागरस्य परं पारं कलितेनेव सेतुना ॥

2. कविः—श्रीभवभूत्यादिसेवितः ।

जितो ययो—तद्रुणस्तुतिवन्दिताम् ॥

3. बभूव कल्मीकभवः पुरा कविस्ततः प्रपेदे भुवि

—ताम् ।

स्थितः पुनर्यो भवभूतिरेखया स वर्तते संप्रति— ॥

VII. Write what you know of the following works and authors :—*Gobhila*, *Rig-vidhāna*, *Devatādhyāya*, *Ekachūṛṇi*, *Chaturadhyāyikā*, *Nidānasūtra*, *Aśvaghosha*, *Rāmila*, *Mahāvamśa*, *Vyāḍi*, *Khaṇḍana-khaṇḍakhāḍya*, *Mankha*, *Ashtāṅgahṛidaya*, *Laghumanjūshā*, *Rudraṭa*, *Chitramimāṃsā*, *Gangeśa* and *Sākatāyana*.

VIII. On what grounds can you establish the posteriority of *Yājñavalkya's* code to that of *Manu*?

IX. Who are the following characters and in what works do they figure? Bhairavāchārya, Pushpamitra, Somadatta, Vasubhūti, Vaisampāyana, Malayaketu, Saudāmini, Śarvilaka.

X. Name the most important writers on Hindu Medicine, and give their approximate dates. Discuss the probability of any foreign influence on this science.

XI. Discuss the dates of the following authors:—Patanjali, Amarasimha, Āryabhaṭa.

XII. Write a short critique on the poetry of Kālidāsa, contrasting his poetic qualities with those of any other nature poet known to you.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE TAMIL LANGUAGE.

I. 1. Trace the history of the Tamil alphabet from the inception to the time it assumed its present shape. Show how modern Tamil characters, some of them, differ from those in the time of Tholkappiar. 2. The formation of vowel consonants (உயிர்மெய் மெழுத்து) appears to be based on a certain simple process of linking the vowels with the consonants symbolically. Examine this.

II. "The genius of the Tamil language is utterly distinct from that of Sanskrit and there are characteristics peculiar to it." Examine carefully the first statement and give examples of the second.

III. 1. "The peculiar character of a nation is clearly traceable in its language. The people who above all else are contemplative and philosophical possess a language rich in its vocabulary of abstract thoughts and ideas. A language is full of expressions and words of a sensuous nature when those who speak them are a pleasure-seeking and a pleasure-loving people. A race which, owing to the peculiar character of the soil of the country which it inhabits, spends the whole time in hard labour for the necessities of life and whose whole thought is directed towards the everyday concerns of life, possesses a language characterized by a dearth of words expressive of higher emotions and sentiments." State what you think to be the peculiar character of Tamil in respect of the above. Illustrate your answer. A writer speaking of the English language says: "Our strongest passions and emotions and endearing appellations, nearly all that applies to actual life and business find expression in the speech of the Saxons." Apply this to modern Tamil so far as its purely Dravidian element is concerned, and state whether Tamil is similar to English in this respect and state also if there exist other similarities between Tamil and English.

IV. The writer of the article "English Language" in the *Encyclopædia Britannica* says: "In an ordinary book, a novel or story, the foreign elements will amount to from 10 to 15 per cent. of the whole; as the subject becomes more recondite or technical their number will increase; till in a work on chemistry or abstruse

mathematics the proportion may be 40 per cent. But after all, it is not the question whence words *may* have been taken, but *how they are used* in a language that settles its character. If new words when adopted conform themselves to the manner and usage of the adopting language, it makes absolutely no difference whether they are transferred from some other language or invented off at the ground. In either case they are new words to begin with; in either case also, if they are needed, they will become as thoroughly native, *i.e.*, familiar from childhood to those who use them, as those that possess the longest native pedigree. In this respect English is still strictly the same language it was in the days of Alfred." Examine how far the above extract can with equal force be applied to the Tamil language in its relationship to Sanskrit, etc., illustrating your answers by examples.

V. "Every living language is in perpetual motion and alteration; some words go off, and become obsolete; others are taken in, and by degrees grow into common use; or the same word is inverted to a new sense and notion, which in course of time makes as observable a change in the air and features of a language as age makes in the lines and mien of a face." Illustrate with reference to Tamil. Do you find this idea expressed in the Tholkappiam? What is the corresponding Nannul sutram?

VI. 1. "The first thing that meets the stranger on landing at the coast of *Coromandel* is the number of rudely constructed rafts called *Cattamarans*. The dexterity with which the half-naked Indians of these parts use their oars should be seen to be admired. As he lands he finds all sorts of men approaching him. The first is the man who, with a smattering of English, volunteers his services to act between the Indians and the new comer. He is called *Dubash*. As soon as the stranger walks a few paces in the street, he comes across a heavy weight drawn by a number of men and women, one of them, the chief among them, called the *Maistry*, singing a song in *Tamil* said to be at least as old as the oldest language in the world; and the rest sometimes twenty or thirty in number uttering the chorus at certain intervals, the chorus being *Elélo, Elélo*. The headman gets no more than two pagodas per month: a pagoda being not more than seven shillings and a survival of the old *Pu Varagan* (star pagoda). The stranger soon drives through cool shady roads with bungalows and gardens on either side full of cocoa palms some of them so stunted that they yield when they are no more than six feet in height and which the people call *Nakkavari*. The dinner is ready as soon as the hotel is reached and the cook who is called *Kusini* is not behind his brother of the west in the culinary art." Write historical and other notes on the words italicised.

2. Write short notes on the following words:—வெரிந், முசு, மரன், குமிழி, ஏழு, துள் and தெவ். 3. Derive: தோட்டம், ஏமாப்பு, இன்னொரு, அன்றில். 4. "The structure of the Dravidian verb is strictly agglutinative." Give the Nannul sutram which corresponds to this. Give one example and explain.

VII. Fix the dates of the following verses with reference to the style and the words used therein, and without reference to what you know of the works from which they were taken and the times during which their real or supposed authors flourished :—

1. பாடுபட்டித்தேடிப்பணத்தைப்புதைத்துவைத்துக்
கேடுகெட்டமானிடரேசேளுங்கள்—கூடுவிட்டிங்
காவிதான்போயினபின்பாரேயனுபவிப்பார்
பாவிகாளந்தப்பணம்.—(நல்வழி.)

2. குறவர்கட்குச்சலாமிடற்கேக்கறகுமரனைமுத்துக்கு
மாரனைப்போற்றுகும்.—(மீனாட்சியம்மைபிள்ளைத்தமிழ்)

VIII. State the chief features that distinguish the Tamil of the Sangam period from that of the age of Kambar and his contemporaries.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS (i).

Kaliththogai, Patthupattu, Tholkappiyam and Tamil Philology.

I. 1. எட்டுத்தொகையுள் வணையநூல்கள் பல்லோர் பாடிய தொகை நூல்களாகவும், சலித்தொகைமாத்திரம் ஒருவரே செய்த நூலென லேற்புடைத்தாகுமோ? 2. அகமும் அகப் புறமும் புறமும் புறப்புறமுமாந்திணைகளை வகைபுழி அகத்திற் குப் புறமிவை யெனவும் அகப்புறத்திற்குப் புறப்புறமிவை யெனவுஞ் சுட்டிக். 3. குறிஞ்சிப்பாட்டிம், பட்டினப்பாலையும் அகப்பொருட்டிறைகளுள் எவற்றின்கண்டங்கும்? அகப்பொருள் கூறுமிவற்றை அகநானூறு ஆதிய நூற்றொகைகளிற் கோவாமற் பத்துப்பாட்டின்கட் கோத்ததென்னை?

II. 1. “தொலைவாகி யிரந்தோர்க்கொன் நீயாமை யிளி
[வென
மலையிறந்து செயல்குழந்த பொருள்பொரு ளாகு
[மோ?”

என் ஆகாது? ஈண்டுக்கூறியது நேரியதேயாகவும், “ஆகுமோ?” என்ற எதிர்மறை யோகாரத்துடன் கூறியதென்னை? 2. தலைவிதானே தனது வணப்புமிகுதி கூறுதல் பெருந்திணையின்பாற் படுவதாகவும், ஆசிரியர் அஃது வணைத்திணைக் கண்ணும் வழங்குவதாகச் செய்யுட் செய்தல் ஏற்புடைத்தாகுமோ? 3. ‘இன்னிசை யெழிலியை யிரப்பவுமியைவதோ’ என்புழிமேகமெனவும் ‘வளிதருஞ் செல்வனை வாழ்த்தவுமியைவதோ’ என்புழி வாயுபகவானெனவும் நேரே பொருள்

படுவதாயிருப்பவும், நச்சினுக்கினியர் இவற்றிற்குமாறாக 'ஞாயிறு' எனப்பொருள்கூறல் பொருந்துமா நெங்ஙனம்? அன்றியுங் கற்புடையார் ஞாயிற்றுத் செய்வத்தை வணங்குதல் குற்றமாதலெவன்? ஞாயிற்று வணக்கம் எவ்வகை வாழ்த்தெனப்படும்?

III. 1. முல்லைப்பாட்டின் விஷயத்தைச் சுருக்கி யெட்டுவரி களிலெழுதுக. 2. நக்கீரதேவர் காலத்திருந்த தலைக்கோலங் கள் எவை? 3. மயிலை மகளிர்சாயலுக்குவமை கூறுதலன்றி நடைக்குமுவமை கூறுதலுண்டென்பதற்கு மேற்கோள் கூறுக. 4. 'கந்தழி' யென்பதென்னை? இது பத்துப்பாட்டினு ளெவ் வெப்பாட்டினுட் கூறப்பட்டிடுகது? 5. 'கங்குல நண்பகலுந் தஞ்சா வியல்பிற்றாய், மங்குல்குழ் மாக்கடலார்ப்ப' தற்கு ஆசிரியர் தங்குறிப்பேற்றி யுரைத்ததென்னை? 6. பொருநராற்றுப் படையிற் பாடினியைப் புனைந்த புனைவின்கணுள்ள சிறப் பின்னதெனக் காட்டுக. 7. புலவர் பாணர் முதலாயினாரை அரசராயினார் னழிவிடும்போது செய்யவேண்டிய மரபென்னை? 8. 'வாழைப்பு' எதற்குவமையென வெடுத்தாளப்பட்டிடுகது? யாண்டு? எவ்வாறு?

IV. 1. "தீயி னன்ன வொன்செங் காந்தட்
வேற் கலித்த புதுமுகை யூன்செத்
தறியா தெடுத்த புன்புறச் சேவ
லாஉ னன்மையி னுண்ணை துருத்தென
நெருப்பி னன்ன பல்லிதழ் தாஅய்
வெறிக்களங் கடுக்கும் வியலறை தோறு
மணவில் கமழு மாமலைச் சாரல்."

இதனை விரித்து விளக்குக. இதன்கண் முதலடிக்குப் பிறருரைத்த வுரை யாது? அதனை நச்சினுக்கினியர் ஆராயு மாநெங்ஙனம்? இதன்கணுள்ள அணிகள் யாவை?

2. "நின்குற்ற மில்லை நிரைதொடியும் பண்புடைய
ளென்குற்றம் யானு முணர்வேன்—பொன்குற்
றருவி கொழிக்கு மணிமலை நாடன்
றெரியுங்காற் றீய திலன்."

இது யார் யாரை 'நோக்கி எவ்வமயத்தி லெதுகருதிக் கூறியது? இஃதெத்துறைத்து? இப்பாட்டின் உட்கருத்தென்னை? 3. 'அகலிந விசம்பி னாஅல் போல': இதற்கு நச்சினுக்கினியர் கூறும் பொருள்யாது? இதற்கு உவமேயமெ

ன்னை? நேமிநாதவுரைகாரர் இதன்கணுள்ள 'ஆஅல்' என்பதனைக் கடைக்குறைக் குதாரணமாகக் காட்டியிருப்பவும், நச்சினார்க்கினியர் இதனை யிடைக்குறையாமென்றவெவன்? இருவர் கருத்து மென்னவோ?

V. 1. செவிலியாற்றிடை முக்கோற் பகவரை வினவியவழி அன்னர் கூறிய வாய்மொழி யென்னை? செளிவுபெறக் கூறுக.
2. 'வேறேறா நெஞ்சத்துக், குறிப்பேவல் செயன் மாலைக் கொளேநடை யந்தணர்': இதற்கு ஆசிரியர் நச்சினார்க்கினியர் உரைத்ததென்னை? இதற்கு வேறுமொரு பொருள் காண்க.
3. 'கலித்தொகையுடையார்க்குச் சோதிடத்தில் (astrology) நம்பிக்கையில்லை' என்னுங் கூற்றை வலியுறுத்தற்குத்தக்க மேற்கோள் காட்டுக. 4. கடன்கொள்வார் கொள்வழிக் கொண்ட முகனும், அதனை யவர் கொடுப்புழிக் கொள்ளுமுகனும் வேறுபடொற்றைப் புனைந்து கூறும் பாவமிகளை வரைக.

VI. 1. இனி வருவனவற்றை இனிது விளக்குக:—(a) 'கதுப் பென, மணியயிற் கலாபம் பரப்பிப் பலவுடன், மயின் மயிற் குளிக்குஞ் சாயல்.' (b) 'நெடுமரக் கொக்கினறுவடிவிதிர்ந்த, தகைமாண் காடி.' (c) 'இசை நுவல் வித்தி னசையே ருழுவர்க்குப் புதுநிறை வந்தபுனல்'. (d) 'வெண்புடைக்கொண்ட துயத் தலைப்பழன்'. 2. 'காவிதிமாக்கள்', 'சண்ணுள் வீணோர்', 'ஆரிப்படுகி', 'இறடிப்பொம்மல்', 'பாயம் பாடுதல்' என்பவற்றிற்குப் பொருளும்; 'அந்தணர், ஆடவர், மாயோன், பாதிடு, தமிழ்சி' என்பவற்றிற்கு நச்சினார்க்கினியர் கூறும் உறுப்புப்பொருளும் எழுதுக.

VII. 1. "தானால் விலங்காற் றனித்தாற் பிறர்வரைத்தால் யானை யெறித லிளவிரவால்—யானை யொருகையுடைய தெறிவலோ யானு மிருகை சுமந்துவாழ் வேன்."

2. "இளையர்முதியரென விருபால்பற்றி விளையுமறிவென்னவேண்டா—விளையாதுத் தன்றதைகாமநுகர்த்தற்குத்தான்காம மொன்றாதுநீத்தானுள்ளன்."

3. "ஒருயிராக வுணர்க வுடன்கலந்தார்க் கீருயிரென்ப விடைதெரியார்—போரின விடனேந்தும் வேலாற்கும் வெள்வளையினுக்கு முடனே யுலந்ததுயிர்."

4. “வாதுவல் வயிறே வாதுவல் வயிறே
நோவே னத்தை நின்னின் றன்னே
பொருந்தா மன்ன ரருஞ்சம முருக்கி
யக்களத் தொழிதல் செல்லாய் மிக்க
புகர்முகக் குஞ்சர மெறிந்த வெஃக
மதன்முகத் தொழிய நீபோந் தனையே, அசனல்
எம்மில் செய்யாப் பெரும்பழி செய்த
கல்லாக் காளையை யீன்ற வயிறே.”

இவை முறையே புறப்பொருளின்கண் எவ்வெத்துறையி
னவாம்? இவற்றின்கணுள்ள அணிகளெவ்வெவை? இவற்
றுள் இரண்டாஞ்செய்யுளை யலகிடுக. நான்காவது எவ்வியாப்
பிற்று?

VIII. 1. பாண்டவருங் கௌரவருங் கலித்தொகையில் யான்
டுக் கூறப்பட்டுளர்? கூறப்படல் வேண்டிய காரண
மென்னே? ‘திருதராட்டிரன்’ எவ்வாறு புனையப்பெற்றான்?
என்? விளக்கி யெழுதுக. 2. “செருமேம்பட்ட வென்றியர்,
வருமெனவந்தன் றவர் வாய்மொழித் துதே” என்புழி ‘வென்
றியர்வரும்’ என்று கூறுதல், “பல்லோர் படர்க்கை” யென்ற
சூத்திரவியோடு முரணுதலிற் பிழை யன்றோ? 3. “இள
மை நாணி முதுமை யெய்தி, யுரைமுடிவு காட்டிய வுர
வோன்” யாவன்? இதன்கட் பொதிகதையைச் சுருக்கி
எட்டுவரிக்கு ளெழுதுக.

IX. 1. ‘சட்டை யணிதல், பாசரகை’ : இவற்றைக்குறித்
தற்குப் பத்துப்பாட்டில் வழங்கிய சொற்றொடர்கள் எவை?
2. ‘நெடுநல்வாடை’, ‘மலை படுகடாம்’ என்ற நூல்களின்
பெயர்க்காரணத்தைத் தெளிவுறக் கூறுக. 3. நற்றிணைக்காற்று
கட்டும் முறையே வழங்கும் பெயர்கள் யாவை? 4. ஆற்றுப்
படைகளெல்லா மெத்திணைக்கணைத்துறையி லடங்குவனவாம்?
5. ‘அழுதல், அரற்றல்’; ‘நினைதல், கருதல்’; இவை தம்முட்
பொருள் வேறுபாடென்ன? 6. ‘சுவை’ யாவதென்னே? பெரு
மிதத்திற்கும் வெகுளிக்கும் பேதம் யாது? அச்சமும் அவல
மும் எவ்வெவற்றினடியாகப் பிறக்கும்?

X. 1. இலக்கணக் குறிப்பெழுதுக :—‘ஒளியோடற்பாள்’,
‘மதித்தீத்தை’, ‘உண்ணலுமுண்ணேன்’, ‘மறந்தைக்கு’,
‘தசநான்கு’, ‘எமியேம்’. 2. “யாமவ னின்றும் வருதும்”
என்புழி ‘வருதும்’ என்பது என்ன காலங்காட்டுகின்றது?

நியாயத்துடன் விடை யெழுதக. 3. 'உடம்பொடுபுணர்த்தல்' என்றாலென்னை? இதனையாசிரியர் தொல்காப்பியனார் எதன் கண்டக்கினர்? இதனை யோருதாரணங்காட்டி விளக்குக. 4. 'ஆகின்று, கின்று, கிறு' என்னும் நிகழ்கால விடை நிலைகளின் தோற்றத்தைப்பற்றித் திராவிடசப்ததத்துவ நூலுடையார் கருத்தென்னை? அதன் ஏற்புடைமையைக் குறித்துச் செவ்வனையாராய்க.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS (ii).

I. 1. கம்பரும் கூலவாணிகள் சாத்தனரும் இன்னின்ன நூல்களிற் பயின்றிருந்தார்களெனச் சில திருட்டாந்தங்களோடு எழுதுக. இவர்கள் காலமின்னவென நியாயத்துடன் கூற. 2. இராமாயணத்திலும் மணிமேகலையிலும் பரிகைக்குக்குறித்த பாக்களின் சாரமென்ன? 3. "சரத்தின் தானையால்" கரதா ஷணரை வென்றவரும், "வென்றி வெஞ்சிலையலால் வேறு வேண்டிமோ" எனப்புழிப் பெற்றவருமாகிய இராமர் இராவணனுடன் பொருதற்குத் துணை தேடியதேன்? 4. குரக்கினத்தைச் சேர்ந்த வாலி சுக்கிரீவரிடம் மேலான அறிவு விளங்கின தெப்படி? 5. இராமர் மறைந்து நின்று வாலியை எய்ததற்கு இரண்டு நியாயமெழுத. எய்தபின் வாலி என்ன சொன்னான்?

II. 1. இராமர் பிறந்தகாலங்குறிக்க இராமாயணத்தி லென்ன ஆதாரமிருக்கின்றது? கிறீஸ்துவுக்கு 961 வருஷங்களுக்கு முன் இராமர் பிறந்ததாக Bentley என்பவர் நிச்சயித்திருக்கிறார். உமது அபிப்பிராயமென்ன?

2. "திங்கள் நான்கின் விரசுவென்பால்,"

"மாவியல் வடதிசை நின்று வானவன்,"

தென்றிசைக் கேகிளுன்—இவற்றைக்கொண்டு இராமலுட் சுமணரும், "இருதிளவேனில் எரிகதிரிடபத்து" என்றதைக் கொண்டு மணிமேகலையுமிருந்த இடங்கள் நிரட்ச (equator) ரேகையிலிருந்து இவ்வளவு தூரமிருக்கலாம் என்று கூறுக? 3. சூரியன் மேலாயனத்தில் கார்த்திகை நட்சத்திரத்திலும் அச்சுவினி நட்சத்திரத்திலும் பிரவேசித்த காலங்களுக் கிடையிற் சென்றவருஷங்களைத்தனை? மேலே குறித்த அச்சுவினி நட்சத்திரப் பிரவேசத்தைக் கண்டுபிடித்தவர் யார்? 4. இந்து சோதி

டர்களுக்கு அயனசலனம் (precession of the equinoxes) தெரிந் திருந்தது என்பது எதினால் விளங்கும்?

III. அடியில் வருவனவற்றை இராமாயணத்தைக்கொண்டு விளக்க. 1. ஒருபொருளைக் குறிக்கும் பரியாய நாமங்களில் பொருத்தமுடையதைப் புணர்த்தல். 2. இயற்கைப்பொருள்க ளின் இலட்சணங்களை உள்ளவாறு வர்ணித்தல். 3. வெவ்வேறு நிலைமைக்குங் காலத்துக்குமிசைய மனிதர்குணஞ் செயல்களை விவரித்தல். 4. ஒருவன் தன் மனைவிக்குப் பிரியமில்லாததைச் செய்ய வெண்ணியவிடத்து அவளைச் சமாதானப்படுத்தும் உபா யம். 5. மற்ற இலக்கியங்களில் அருகித்தோன்றும் நடை இரா மாயணத்தில் பரக்கக் காணலாம். 6. அடைமொழிகள், உவ மை—இவற்றின் வனப்பு. 7. பெரியோரை எதிர்கொள்ளும் முறை. 8. குறிப்பால் பொருளுணர்த்தல்.

IV. 1. நீடுநாகமூடுமேகமோடநீருமோடநேர்

ஆடுநாகமோடமானயானையோடவாளிபோம்

மாடுநாகமூடுசாரல்வாளையோடும்வாவியு

டோடுநாகமோடவேங்கையோடும்பூகமோடவே.

2. முள்கிடம்குழியிற்புக்கமூரிவெங்களிநல்யானை
தொள்கொடுங்கிடந்ததென்னத் துயருழந்தழிந்துசோ
[ரும்.

3. இரக்கமெங்குகுத்தாயென்பாலெப்பிழைகண்டாய்ப்பா
பரக்கழியிதுநீபூண்டாற்புகழையார்பரிக்கற்பாலார்.

4. அல்லல்செய்யலுனக்கபயப்பிழை
புல்லலென்னவும்புல்லலைபொங்கினாய்.

(a) 1-க்குப் பதவுரையும் மற்றவைகளுக்குப் பொழிப் புரையு மெழுத—(b) 1-ம் செய்யுளின் பொருட்டொளிவுக்காகக் கவி யென்ன செய்திருக்கிறார்? (c) 2-வதில் 'குழி' என்றதற்கு இலக்கியங்களில் வழங்குந் திரிசொல்லென்ன? (d) 3-ம், 4-ம் யார் யாருக்குச் சொன்னவை? சொன்னவர்களின் தன்மை என்னவென விளங்குகின்றது?

V. 1. இவற்றுக்கர்த்தமென்ன? (a) வரைமுதற் கலப்பை கள்; (b) எழுந்தவாம்பிகளிடறின செறிதயிரேய்ப்ப; (c) கட்ட போதல்லது மயிலைக் காண்டுமோ; (d) களனவிலன்னம்; (e) எண்ணுளார் இயலுளார் இசையுளார்; (f) தருமமோபிறிதொன் ருமோ தக்கிலதென்னும் பக்கம்; (g) கருமங்கட்டளை யென்றல்

கட்டதோ; (h) உயிர்சொண்டலதோவலையோ. 2. கலப்பை, கட்ட, தக்கிலது, (h)-இல் ஈற்றிலுள்ள வினை-இவற்றுக் கிலக்கணக் குறிப்பெழுதுக.

VI. 1. மேம்பட்ட தருமம் இராமாயணத்தின்படி யென்ன? மணிமேகலையின்படி யென்ன? அவற்றுள் ஏற்றமுடையது இதுவென நியாயத்துடனெழுதுக. 2. அனுமான், சுக்கிரீவன், புத்தன் இவர்களைக் குறிக்கும் பெயர்களில் இவ்விரண்டுகூறி அவற்றுள் ஒவ்வொன்றுக்குப் பொருத்தங்காட்ட. 3. தம்பல், குருள், குரி இவற்றை யெந்தெந்தச் சொற்சொற்குப் பதிலுட்க்கம்பர் வழங்கியிருக்கிறார்? 4. இராமாயணத்தில் வழங்கியிருக்குந் திசைச்சொற்களை யெழுதுக. 5. பௌத்த சம்பிரதாய வழக்குக்கு இரண்டொரணங்கூற.

VII. 1. “ஆங்கதன் பயனே யாருயிர் மருந்தா - யீங்கிப் பாத் திரமென்னைப் புருந்தது;” “தவந்திர் மருங்கிற்றனித்துயரு முந்தேன்-சுமந்தேன் பாத்திரமென்றனன்”—இவற்றை, “ஆதரித்தவனைக் காண்டற்கணுகினிரென்னினன்னான், தீதவித் தடையச்செய்த செய்தவச்செவ்வனன்றே”—என்றதோடு ஒப்பிட்டுத் தவத்தின் நோக்கம், பேறு இன்னின்னவென்று தெரிவிக்க. 2. அடியில் வருவனவற்றுக் கர்த்தமவேண்டி. (a) “காவ தந்திரியக் சடவுட் கோலத்துத்—திவதிலைக செவ்வனந்தோன்றிக் கலங்கவழி மகளிரின் வந்திங்கெய்திய விலங்குதொடி நல்லாயார் நியென்றலும்.” (b) “தாயிறுவாக்குழவித்தயர் கேட்டு.” (c) “நாத்தொலைவின்றி நன்சுனைநிந்தபின்”. (d) பிறவியென்னும் பெருங்கடல் விதிஉ மறவிநாவாயங்குளதாதலிற் றொழுது வலங்கொண்டு வந்தேனீங்கு.” (e) நல்களை சேளாய்; சலாகை நுழைந்த அசுவை; கலநிறை பொழியும்; வடித்தேர்த் தானை. 3. பசியின் கொடுமையை விளக்கும் திருட்டாந்தம் மணிமேகலையிற் காட்ட. 4. “சவ்வையின்றாக நுங்கள்வரவு”—இதையொத்த அடி மணிமேகலையிற் காட்ட.

VIII. அறவணர்த்தொழுத காதையைச்சுருக்கி யெழுதுக.

IX. 1. (a) வல்லம்புலிமூசவாயிற்குருப்பின்மற்றபிறப்பைக் கொல்லம்புலியொர்வருளங் கொண்டார் கொடுங்
[கோகு கட்புச்
சல்லம்புலியிட்டெதிரிடப்பாய்வதுதா யென்றிங்
[கோர்
இல்லம்புலியுமுண்டம்புலியீளவெழுகின்றதே.

(b) போந்தேறுகவென்றிமையோர் புகலினும் பூந்தொ
[முவின்
வேந்தேறடர்த்தவன்வீடேபெறினு மெழிற்குரு
[கூர்

நாந்தேறியவறிவன்றிருவாய்மொழிநாளுநல்கும்
தீந்தேறலுண்டிழைஞ்சித்தியேவந்து சித்திக்குமே.

a-க்குப் பதவுரையும், b-க்குப் பொழிப்புரையுமெழுதுக.
2. சடகோபரந்தாதியைப் “பதிகம்பதிகமதாக விசைத்தனனே”
—என்றதென்ன? 3. சடகோபரந்தாதியில் நம்மாழ்வார் பிறப்பு
முதலியன எவ்வாறு குறிக்கப்படுகின்றன? 4. அடியில்வருவன,
வற்றின் பொருள்கொண்ட அடிகளை அந்தாதியிற் காட்ட.
(a) செய்வதறிகல்லேன் யாதுசெய்வேன்கொலோ ஐவாயரவினி
டைப்பட்டு. (b) கிணற்று நீரை வெள்ளங் கொள்ளாது.
5. இவற்றை விளக்க:—(a) அன்றாத அன்றில்; (b) சரவாதம்,
(c) கண்டமாற்றம், (d) திரக்குங்கழை, (e) உரிக்கின்றகோடல்,
(f) தென்னையுரைக்கும், (g) துரைதுடைத்து, (h) தென்றலைத்
தோன்றும். 6. இவற்றின் பொருளும் சந்தர்ப்பமும் விளங்க
விரித்துரைக்க—(a) பொன்முடியாற் கடறார்த்த வில்லான்;
(b) தாய்போலுதவி செய்தாய்க்கடியேன்; (c) குருகைப்பிரான்
வந்து சந்தித்தது; (d) வேலைசுட்டசிலையாரமுதினடி.

X. இவற்றுக்குதாரணம். 1. தமக்கென்று பொருளில்லாத
வினைகளுக்குச் சந்தர்ப்பத்தின்படி பொருள்கொள்ளல். 2. பால்
தெரியாவிடத்துப் பலர்பால் வழங்கல். 3. ஒரு சொல்லை இரு
முறையடிக்கல் பிற்காலத்து வழக்கு. 4. துணைவிரவினவிடத்து
மிகுதியால் வினையமைத்தல்.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on :—

The Hindu ideal of womanhood, giving quotations from
Dravidian authors to substantiate your statements.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS (iii).

Thevāram, Periyatirumoli, Koirpurānam, Prabōdhachandrodāyam.

I. 1. தமிழும் கீர்வாணத்தைப்போலவே தேவபாவை என்
பதற்குச் சரித்திர சம்நந்தமான நியாயங்கள் கூறுக. 2. திரி

பதார்த்தங்களுக்குச் சைவசித்தாந்திகளும், வசிஷ்டாத்துவைதிகளும் வேதாந்திகளும் முறையே வழங்கும் பரிபாஷா வசனங்களெவை? 3. தேவாரம் தமிழ் மறையென்பதற்கும், பெரிய திருமொழி நம்மாழ்வார் பிரபந்தத்திற்கு அங்கமென்பதற்கும் நியாயமெழுதுக. 4. வேதமோதுங்கால் ஆதியிலுடந்தத்திலுங் கூறவேண்டிய மொழிகளுக்குப் பொருத்தமாக எம்மொழிகளைத் தமிழ் வேதபாராயணத்திற் கூறுவது மரபு? அவ்விரு மொழிகட்குமுள்ள சமானத்தன்மையை விளக்கிக் காட்டுக.

II. 1. திருநாவுக்கரசு சுவாமிகள் ஏனைய மதங்களை இன்ன வாறு கருதினரென்பதற்கு அவருடைய தேவாரத்தையே பிரமாணமாகக் காட்டுக. 2. வேதத்திற்கும் ஆகமத்திற்குமுள்ள பேதம்யாது? 3. அத்துவைதக்கலப்பை வாசீசர் என்ன உதாரணங்களினால் விளங்குகின்றனர்? 4. “ஆடன் மயானத்து மகிழ்ந்தமைந்தன்.” ஈண்டு மயானமென்பதேயினை? ஏதேனும் மேற்கோளுடன் விடைபகர்க. 5. “பாறடைத்தலைகையேந்திப் பலிதிரிந்துண்பர்போலும்.”—இது விஷயமாகச் சைவசித்தாந்திகளும் வசிஷ்டாத்துவைதிகளும் கொண்ட கோட்டாடுகளை விரித்துரைத்து, அவற்றைச் சமரசப்படுத்துவதற்கேற்ற நியாயங் காட்டுக. 6. “பின்னிவேன் முன்னிலேனான் பிறப்பறுத்தருள் செய்வானே”—இதை நன்கு விளக்கி, இதலுலறி யத்தக்கதிஃதென விளக்குக.

III. 1. பெரியதிருமொழியிலே நீர் வாசித்த பாகத்திலுள்ள எவையேனுமிரண்டு கேரவைத்தறைகளை அவ்வவற்றிற்குரிய கிளவி சகிதமாகக் குறிப்பிடுவதுமன்றி, அவ்வவற்றின் ஞானர்த்தங்களையும் விளக்குக. 2. கோவைத்துறைகளிலே, பாங்கன், பாங்கி, செவிலித்தாய், நற்றாய், இவர்கள் ஞானர்த்தத்தில் எவை? 3. “மணியன்னவ”—இதற்கு வியாக்கியானக்காரர்கள் கூறும் பொருளென்ன? 4. “இடைகழிமைந்தன்”—இதனாலுதகரிக்கப்படும் சரித்திரம் யாது? 5. திருக்கண்ணமங்கையிலுள்ள பெருமானைவழுத்துங்கால் ஆழ்வார்—“நின்றையூர் நின்ற நித்திலத்தொத்தினை”—என்பானென்? 6. வைணவசித்தாந்த ஆகமத்திற்கு என்ன பெயர் யாது காரணத்தினால் வழங்குகின்றது?

IV. 1. உமாபதி சிவாசாரியரது செய்வீகத்தன்மையை விளக்கத்தக்க ஏதேனு மொரு செய்யுளை எழுதுக. அவரது காலத்தை எதைக்கொண்டு எதுவென அறியலாகும்? 2. சிதம்பர

மான்மியத்திற்குக் கோயிற் புராணமென்னும் பெயர் எவ்வாறு பொருத்தமுடைத்து? வைணவர் எதை யாது காரணத்தினால் கோயிலென்பார்? 3. உமாபதிசிவாசாரியார் சைவசமயாசிரியர் களைவழுத்துங்கா லனுசரித்த வரிசைக்கிரமத்திற்கும், மூவரை ஒரு பாசுரத்தாலும் மணிவாசகரைத் தனிப்பாசுரத்தாலும் துதித்ததற்கும் தக்கநியாயம் கூறுக. 4. மணிவாசகரைப்பற்றிய தோத்திரத்தில் அவரது நூலெவ்வாறு உதகரிக்கப்பட்டிருக்கின்றது? 5. கோயிற் புராணத்தில் மானிடப் பிறவியை வியக் குஞ்செய்யுளையும் அதற்காதாரமாக நீர் வாசித்த தேவாரப்பாசுரத்தையும் வரைக..

V. 1. தேராட்டிக்கயங்காட்டுந்திரண்மாக்கட்டயமூட்டிப்
போராட்டிப்புறங்காட்டிப்போங்காட்டிற் புலால்சுமழு
நீராட்டிச்சூர்மாட்டிநிகழ்நாட்டிற் புகழ்நாட்டும்
பேராட்டிசீராட்டும்பிள்ளையார்கழல்போற்றி.

முதலிரண்டடிகளில் கீற்றிட்ட சொற்களை மாத்திரம் பிரித்தும், மூன்றாவது நான்காவது அடிகளில் கீற்றிட்ட சொற்களுக்கு நயங்காட்டியும் பொழிப்புரை எழுதுக.

2. பரபதகங்காதரவரவிந்தாசனனுச்சிச்
சிரமரிகண்டாவிருடருகண்டாமிகுதெவ்வர்
புரமொரிகண்டாபவமிரிகண்டாவெனவோதிச்
கரமலர்சிந்தாவரகரவென்றார்ணநாதர்.

கீற்றிட்ட சொற்களுக்குப் பொருத்தமான வடமொழி நாமங்களை யமைத்து இச்செய்யுளுக்குரை பகர்க. 3. “உலகும் பர் சென்று தொழுவருள் சுரக்குஞ் சிவகாமசுந்தரி” — இதற்கு இருவகையாகப் பொருள்கூறுக. 4. நடேசப் பெருமானும் உமாதேவியாரும் ஒருவரையொருவர் நோக்கி நிற்பதன் சைவ சித்தாந்த வுண்மை யாது? 5. உமாபதிசிவாசாரியார் கூறும் அனாதி நித்தியப் பொருள்களெவை? 6. “ஓராதவர் மோகமொழித்தருளா லொருநாண்டமாடலுகந்தான்.” — எதனை ஓராதவர்? நடனமெவ்வா றதனையகற்றும் பான்மையாது? 7. அனந்தனை நோக்கி “எம்மையுண்மை செப்புது முணர்கவென்று கூறி னான் தேவதேவன்.” கூறியவுண்மையை ஒரு பக்கத்துக்குமேற்படாமலெழுதுக.

VI. 1. சத்துவசிரத்தை உபநிடதையிடஞ் செல்லப்பிறப்படுதல் எவ்வாறுவழிக்கப்படுகின்றது? 2. தமன், சந்தோஷன் முத

வியோர்க்கு முறையே விரோதிகளெவர்? 3. சத்துவசிரத்தை உபரிடதையிடஞ் செல்லப் புறப்படுதல் எவ்வாறு உவமிக்கப்படுகின்றது? 4. இரவச்சம், குலமகளிரிலக்கணம், அகங்காரம், இவற்றிலேதேனு மொன்றைப்பற்றி நீர்வாசித்த கருத்தை ஆசிரியப்பாவிலமைத்தெழுதுக.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF TAMIL LITERATURE.

N.B.—The answers to be in Tamil.

I. "Every poet must, by that large sympathy which is part of his nature, reflect in himself the prevailing ideas and influences of his time." Refer to some Tamil poets, and examine the work of one of them, in illustration of the truth of this statement.

II. Write notes on:—ஊசுமுறி, நாந்தி, பரணி, வெள்ளிப் பாட்டு, மேற்கணக்கு.

III. Explain clearly the allusions in any three of the following:—

1. "கொண்டவன் பின்சென்று மண்டலத்தே புகழ்கொண்ட பிரான்." 2. "நந்திகலம்பகத்தான் மாண்டகதை நாடறியும்." 3. "கொம்பை வெட்டிக் கால்கொடும்." 4. காவலவன், மண்ணிற்கடலின் மலையிற்பெரியதென, எண்ணிக்கொடுத்த வேற்றக்கை." 5. "சோழன் சிவாற்பரச்சொல் தோற்றமைதானிந்த வுலகேழு மறிந்தது." 6. "கரும்பிற்கணு நிகர்த்தேன்கான்."

IV. 1. Illustrate the distinctive qualities of the writings of சித்தலைச்சாத்தனார், புகழேந்தி and திருவெண்காட்டடிகள் by reference to specific works. 2. Three authors go by the name of பெருந்தேவனார் in Tamil literature. State their respective age, religion and works. 3. Name the works in which the following personages figure:—செல்வநம்பி, சயம்பிரபை, தேவந்தி, வண்டையர்கோன். 4. What are the works included in இயற்பா? Name any six of பண்டாரசாத்திரம்.

V. 1. Arrange in chronological order, assigning very brief reasons:—திருஞானசம்பந்தர், சடகோபர், வாதவூரர், இராமானுசர், பேராசிரியர், சேக்கிழார். 2. Name (a) the works of அமிர்தகவிராயர், குருபாததாசர், காங்கெயர், திருவரங்கத்தமுதனார்: (b) the authors of அழகர்கலம்பகம், திருச்சந்தவிருத்தம், வைராக்கியசதகம்: (c) the commentators of கல்லாடம், தண்டியலங்காரம், திருவிருத்தம், சித்தியார்பரபக்கம். 3. Who are எம்

பெருமானார், தென்னவன் பிரமராயன், நாவீறர் and கொல்லி காவலன்? 4. Name the earliest and the latest of the metrical lexicons. 5. How far is Tamil literature indebted to the Tamil colonists of Ceylon?

VI. 1. From what works are the following taken?—(a) “பழியின்மை மக்களாற்காண்க.” (b) “பிற்பிறை நிலை முனியாது கற்றனன்றே.” (c) “அறிவெனப்படுவது பேதையார் சொன்னோன்றல்.”

2. Cite parallels from Tamil literature for any three of the following:—

- (a) “Virtue is the fount whence honour springs.”
- (b) “Hunger is sharper than the sword.”
- (c) “It is more blessed to give than to receive.”
- (d) “Poverty is the Muse’s patrimony.”
- (e) “To revenge is not valour, but to bear.”
- (f) “Sum up at night what thou hast done by day,
And in the morning what thou hast to do.”

3. Give examples from Tamil epics (giving approximate references or explaining the contexts) of:—(a) “இயம்புமொழி கிள்ளை யிரங்கிசையாழ்வீணை, வயங்கு கருங்குயில் வண்பூவை.” (இரத்தினச் சுருக்கம்.) (b) “நந்துடனே பூகம் வரிக்கழுத்து.” (ஹை.) (c) “கொண்ட வுரோமக்கொடிக்கே யெறும்பொருக்கும், வண்டொழுக்கும்.” (உவமான சங்கிரகம்.)

VII. Into what epochs would you divide the History of Tamil literature? State briefly the chief features that distinguish Sangam literature from Post-Kamban literature?

VIII. Prepare an article (not exceeding two pages of your answer book) on Tamil prose literature for a Tamil magazine.

IX. Comment upon:—

“திருமாற்பயோதத்தித் திருமந்திரவமுதினைத் திரும
[சட்குயின்முகந்து
சேனைமுதலிக்கோப் பெயக்காரி சேய்ச்சுனைத்தேங்கி
[நாதமுனியாகு
மருமாற்கடம்வார்ந்துயக்கொண்ட வள்ளன்மவொர்
[ந்து சீராமரென்வா
யால்வழிஇயா முனாரிய வந்தியுந்திபூன்றாரியக்காலி
[னொழுக்கி

కరుమాల్లిర్రామానుశక్తులన్ కఠమియెఱుబాణున్కు తా
 [మ్మకాలక
 కాసినిప్పణెపుయిర్క్కుమ్ వగరవయన్మతక్కారాక్కన్
 [మేయ్తదాత
 పెరుమాల్కువీణెయిల్వీడైయప్ప పురన్తరమ్పెరువే
 [లియమెమ్పిరాన్
 పేశుపయవేతాన్తదేశెసెన్రు డొమ్మవల్పెరమ్మకణు
 [మైయవో.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE TELUGU LANGUAGE.

I. 1. To what family of languages do modern philologists generally trace Telugu and other Dravidian Dialects, and for what reasons do they exclude them from the Indo-Aryan Family?

2. Compare the names of the most common ideas, including personal pronouns and cardinal numbers, in Telugu and any other Dravidian Language to show that they are cognate to each other.

II. 1. Compare the Telugu Alphabet with the Sanskrit and Kanarese Alphabets.

2. Can you infer from a reference to the words 'లిపి' and 'వ్రాత,' what instruments of writing were employed by the ancient Aryans and the Telugu people?

3. What is Ardhanuswaramu? What are the general rules to determine its place?

III. 1. Languages are, on morphological considerations, divided into four classes. What are the names and distinguishing features of these classes? In which of these classes would you place Telugu? What are your reasons for doing so?

2. Explain clearly what you mean by 'ప్రకృతి' and 'ప్రత్యయము.'

3. Which of the so-called విభక్తి ప్రత్యములు do not really deserve the name? Give reasons in support of your answer.

IV. How are present and future tenses formed in Telugu, according to (1) Andhra Sabda Chintamani and (2) to Andhra Bhasha Bhushanamu? Which of these forms do you consider to be of more recent origin and why do you consider so?

V. 1. What are 'తద్భవములు'? Distinguish తద్భవము from ఎకకృతి.

2. Give instances of Tadbhavam with denotations changed, and with denotations narrowed.

3. Give three examples in support of the statement that after the advent of the Aryans into the Telugu country some of the native words were 'degraded' in sense.

VI. 1. Give an account of the Pre-Aryan civilization in the Telugu country from a study of the Telugu Vocabulary.

2. Write etymological notes on 'అడుది,' 'కొనియాడు,' 'తెలుగు,' 'వెలుగు,' 'ఇరులు,' 'మరులు,' 'కొవెల,' 'ఇల్లుటము,' 'చలువయసుక,' 'చందమామ.'

VII. 1. Estimate the evidence for and against Nannaya's Authorship of Andhra Sabda Chintamani.

2. To what extent is Telugu influenced (a) by Dekhani and (b) by English?

3. Illustrate the remark that "Sanskrit has left its marks even in the Syntax of the Telugu language."

VIII. 1. How do you account for the scarcity of philosophical and scientific literature in Telugu?

2. Is there evidence to show that there had been Telugu Literature before the translation of Mahabharata?

3. What are the linguistic peculiarities of the three periods of Telugu Literature?

IX. 1. Are there indigenous metres in Telugu Poetry? What are they? How are they indigenous?

2. Account for the existence of 'విశ్రమము' in the Telugu Prosody. Give two examples from Tikkana's composition to show విశ్రమము in Telugu is not what it ought to be according to its meaning.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR (I.)

Bharatamu, Santi Parvamu, Cantos 4 & 5; Manu Charitra, Canto 4; Yayati Charitra, Cantos 3 & 4; and Bilweswariyam, Canto 1.

I. 1. ఈపయి గ్రంథములకు గృతీకర్త లేవరు? ఇవెవరికి సంకీర్తముఁ జేయఁబడినవి? 2. భారతకవులకు చిరుదునామము లెవ్వి? 3. మనుచరిత్రము, బిల్వేశ్వరీయము, యయాతిచరిత్రము—ఇవి యేమూలగ్రంథములనుండి లేఁబడినవి? 4. మనుచరిత్రకారుని కవితాభోరణి యేలాటి, ధృవి ప్రసిద్ధమయినదో సకారణముగఁ దెలుపునది.

What is the striking peculiarity in style of Canto 4 in Manu Charitra? 5. మనుచరిత్రకారుఁ డన్యభాషాపదములఁ బ్రయోగించి నందులకు నుదాహరణముగా మీరు చదివినభాగమునుండి యొక పద్యము వ్రాయునది. ఇతనిసమకాలికు లెవరు? 6. భారత మితి హాసమా పురాణమా? తల్లక్షణంబు లెవ్వి? 7. When and during whose time was Yayati Charitra written? Give reasons for your answer. 8. శాంతిపర్వంబునకు "శాంతి" యనునామం చేకారణంబునఁ గలిగి యుండు నని యూహింపవచ్చును? 9. ఆశ్వాస మనఁగా నేమి? సంస్కృతకావ్యములందును, నాటకములందును నిట్టిసంకేత నామంబు లెవ్వి? బిల్వేశ్వరీయములో బింబ మని చెప్పటకుఁ గారణంచేమి?

II. 1. యయాతిచరిత్రలో శ్రీరాములకథ వచ్చుటకుహేతు వేమి? 2. బిల్వేశ్వరీయమును రచించుటకుఁ గారణములు దెలిపి యీకృతి కర్తచే జేయఁబడినయితరగ్రంథములఁ గొన్నిటినిం బేర్కొనుఁడు. 3. మనువు లెందఱు? ఇప్పటిమను వెనఁడు. 4. మంకి అనునతఁడు తనలోఁ దాను చెప్పకొన్న సంగతియొక్కసారాంశం బెద్ది? ఈతని చరిత్ర మేసందర్భమునఁ జెప్పఁబడ్డది?

III 1. జ్ఞానశిఖిప్రసాఘమొగిఁ గ్రాఁగఁగఁధావళియంత్రసంచయంబూనికమైఁ జలింప నఘమో పాగయై చన భాషయన్తహాం భోనిధి సంచరించు నిది పుణ్యజయధ్వజధూమనాకగా పోనగుదీనఁబుణ్యులకుఁబొందుగ సాగరశాయిఁజూడఁగన్.

2. వ్రేలుంగొమ్మలు నేలఁ దారసిలినన్ వెళ్లంగరాకుండఁగా లోలోఁద్రిమ్మరునాలిగాడ్పులుపగళ్లున్రేలుఁబూఁదావులన్ జాలన్ముచ్చిలి ప్రోవఁ బట్టుకొని పజ్జంబచ్చగండాల్లో సోలన్గావలిఁబెట్టెనామనియనంజూపట్టెలేదోఁటలన్.

3. గళగర్తక్రోడనిర్యత్కమాకహనీనదోద్ధాధహాసంబు భూభృద్బిలముల్ మ్రోయింపఁ గావంబినిగతినిబొగల్వెంచు

. నైల్లమైకాఁ

జలితాన్యక్రూరదంతక్షతరదవనక్షారకీలాలవేల్ల
జ్వలనజ్వాలాభజిహ్వించలుఁ డగుచుగదజ్జాశముల్ ద్రిప్పి
క్రొంచుకొ.

4. నాలుగింటను వెండియు నాలుగింట

రెంట నయిదింట మఱియును రెంట వేల్చి

యజ్ఞశీలు రారాధింతు రట్టివిష్ణుఁ

డిప్టదాయి ప్రసన్నుఁ డయ్యెడును నాకు.

మొదటిపద్యమునకు అచ్చతెనుఁగుపదములతోఁ దాత్పర్యమును, రెండవపద్యమునకుఁ దత్సమపదములతో దండాన్వయమును మూడవపద్యమునకుఁ బ్రతిపదార్థమును నాలుగవ పద్యమునందలి సంఖ్యలవలనఁ దెలియఁజేయఁబడువిషయములను సవిస్తరముగా వ్రాయునది.

IV. 1. మనువునకు స్వరోచి యనునామం బేల గలిగెను ? 2. ద్వాదశరాశ్యాత్మకము మహాక్షేత్రమని యెట్లు సమర్థించ నగు ? 3. త్రివిధ శరీరంబు లెవరెవరికి వేద్యంబు లగును ? 4. కాశికి బిల్వపురమునకుఁ గలతారతమ్యము నిరూపించునది. 5. అప్రయుక్తాదిదోషంబులు— ఇందు " అది " శబ్దము వలన మఱి యే దోషములు బోధకము లగును ? 6. బిల్వరణ్యము బిల్వపురి యగుటకుఁ గారణం బేమి ? బిల్వపురికి నిప్పటినామం బెయ్యది ?

V. 1. పంచముఖాననపంచకంబునకొ — ఇందు పంచముఖుండెవఁడు ? తదాననంబులం బోలినవేమి ? పంచశిఖుం డెవఁడు ? 2. ద్రాఘీయః ప్రతిభ—ప్రతిభలక్షణం బేమి ? 3. అమృతాపహరణార్థ మరుగుపక్షిస్వామి—ఇందలి వృత్తాంతం బెయ్యది ? 4. దేవయానికిఁ గరునకుం గలిగెను : వాదంబున నీతి యేమి ? 5. వివాహము లెన్ని విధములు ? వానిం బేర్కొని యయాతిదేవయానులవివాహము శాస్త్రసమ్మతమో కాదో విమర్శింపుఁడు. 6. 'గ్రహపంచకంబు రవి చేరం బోనిలగ్నంబునకొ'—గ్రహపంచకం బెద్ది ?

VI. 1. సదోపవాసి, అమాంసభోజి, విఘ్నసాశనుఁడు, అమృతాశి—
ఎట్టిగుణంబులు గలవా రీనామంబులచేఁ జెప్పఁబడుదురు ? 2. బ్రాహ్మ
జాదులకు వర్ణ మనునామం బేల గల్గె ? 3. శారీరమానసదుఃఖములు,
త్రిగుణోత్పన్నంబు లగుగుణములు, ఏవి ? 4. లక్ష్మీదేవికి " అప్రమ
దేవత " యని యేల పేరు గల్గె ? లక్ష్మీ యెవరియొద్ద నివసించును ?
ఎవరిని నిరాశరించును ? 5. ఎట్టివారికి ననిమిషులు ప్రసన్నులగు
దురు ? 6. కలహప్రియుఁ డైననారదునకు సర్వభూతసమ్మతుఁడు,
అఖిలజనప్రియుఁడు, అనునామంబులు విరుద్ధములు కావా ? సహే
తుకముగాఁ దెలియఁజేయునది. 7. భీష్ముఁ డేకారణమున శరీరము
విడుచుటకై కాలము నిరీక్షించెనో సవిస్తరముగాఁ దెలుపుఁడు.
8. మానుషపితృదేవాంబులకుం గలతారతమ్య మేమి ? 9. షోడశ
వికారములు గలనవద్వారపురంబున వ్యాపకుఁ డైనవాఁడు కూటస్థుం
డు—Explain this fully.

VII. 1. పృథ్వి యన నేమి ? కాశికుండు—ఇది యేమిపృథ్వి ? 2. కర
అనుశబ్దమునకు నుపసర్గలేనింటిని గూర్చి అర్థమును విమర్శించునది.

VIII. 1. _____

_____చాడ్పున యోగతంత్రుఁ
ధనమగులోభజాతదురితవ్రజముం బెడఁబాచినత్పథం
బునఁజరియించుయోగిగుఱిమూర్తితసుస్థిరగావహించుచుక

Fill up the blanks.

2. శశివదన, పృథ్వీ, ప్రభాత—ఈవృత్తలక్షణము లేవి ?

3. కమనీయసద్గుణనికాయదయాంబుధికామితార్థదా.—ఇదియే
పద్యపాదము ? యతిస్థానము దెలిపి గణవిభజన చేయుఁడు.

IX. 1. సంస్కృష్టి, సంకరము,—వీనికిఁ గల భేదములను దెల్పునది.
సంస్కృష్టికి మీపతనగ్రంథములనుండి యొకయుదాహరణము వ్రా
యుఁడు. 2. వ్యతిరేకము, తాద్రూప్యరూపకాలంకారము,—వీనికిఁ
గల తారతమ్య మేమి ?

X. Contrast the character of Yayati with that of Bhishma.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TELUGU: TEXT-BOOKS (II.)

Vasu Charitramu, Bhāgavatamu, Prabandha Rāja Vijaya Venkateswara Vilāsamu, and Chitra Bhāratamu.

I. 1. What is Appakavi's estimate of Potanna's literary capacity? Compare his opinion with that of Kūchimanchi Timma Kavi and state what you think of the difference.

2. Give a short account of the author of Chitra Bhāratamu and the person in whose name it is inscribed. Comment upon the name as applied to the book you have studied referring briefly to the story therein.

3. How does the style of Bhāgavatamu differ from that of Vasu Charitramu? Mark the changes which the Telugu language underwent during the period that intervened between the writing of the two Books.

4. Compare Prabandha Rāja Vijaya Venkateswara Vilāsamu and Vasu Charitramu with regard to (a) style and (b) originality of ideas.

5. What is the original source of the story embodied in Vasu Charitramu? Wherein lies the author's originality?

II. 1. Give a short account of Nārada's original parentage and his subsequent elevation to the position of a శుద్ధసాత్త్విక. Derive the word Nārada. What do you know of Aswaṭthāma's చూడాం

తర్కహరత్నము? 2. Who is an ఆతతాయి? Explain what is meant by the expression సగుణ నిర్గుణ రూప భద్రభాషణములు.

3. What is భక్తియోగము? Name the other యోగములు, explaining their nature in a few words. 4. What are అపవర్గము, ధర్మము,

తత్త్వము and అవిద్య? Why was సత్యవతి known by the name of వాసవి? 5. Explain ప్రాయోపవేశము, అవధూతమూర్తి, గృహ మేధి, క్షైవల్యము and ధారణ.

III. 1. తరుణీరత్నము పద్మిని

పరికింపఁగ నినుండ వీవు భామినికి భవ

త్కరసంగతి చేకూరక

దొరకునొకొ సంరసము చతుర్ముఖజనకా.

Give the meaning of this verse so as to bring out the ద్వని. Refer to a verse in Vasu Charitramu wherein a parallel idea is found.

2. Kunti says that various reasons are assigned for Krishna appearing in the world as a human being. State them.

3. In the editor's introduction appended to ప్రబంధరాజ విజయవేంకటేశ్వర విలాసము, there is the following statement :—
 “శ్రీ కృష్ణ దేవరాయలవారియాస్థానకవులకు నిక్కవి యీవలివాఁడు గనుక నక్కాలపు కవిచక్రవర్తి యగుబట్టుమూర్తిగారిచే విరచితమగు ‘నరసభూపాలీయము’ అను కావ్యాలంకారసంగ్రహమును నిక్కవి పూర్ణముగఁ జదివి యందలిలక్ష్యము లగుపద్యములం బోలినపద్యము లిందనేకములు వ్రాసియున్నాఁడు.” (a) Can you bear this out by adducing instances? (b) How does the editor conclude that the author came after the poets of Krishna Deva Raya's Court? (c) Discuss the foregoing statement regarding the authorship of నరసభూపాలీయము.

IV. 1. చక్కనినునుముక్కు సంపంగిమొగ్గపైఁ బొదలెడిచూపుఁ దుమ్మెదల నిలిపి. Compare this idea with its parallel in Vasu Charitramu. 2. వనితవేనలఁ జూచి వనధరమవనతగతిఁజెంది ధర మయి కదిసి నిల్వ. Explain clearly bringing out the beauty of the idea involved here. 3. కలికివదనాంఘ్రిలోమాళికాంతి కలికి । తొగలచెలి గందుచుఁ బదాఱుతునుక లయ్యె । దమ్మివిరియుచు నూఱుఖండమ్మ లయ్యె । జిలుప దలవంచుకొనుచు వేచిద్రుప లయ్యె— ఇందుకుఁ దాత్పర్యము వ్రాసి యిందలియలంకారములం దెలుపునది. 4. కనకాంగి యనుట యీకలికి కలరు—అలమేలుమంగం గనకాంగి యనుటెట్లు? అలమేల్పంగ మహామ్యతరూప మెట్లందను? ఏల యచ్యుతరూప మందెననుట? 5. ఉద్రేకంబున రాగు శస్త్రధరులై యుద్ధావని న్లేరు కింఁచిద్దోహంబును నీకుఁజేయరు బలాత్కేకంబుతోఁ జీకటికొ. Who is the speaker and who the listener? To whom does this refer? Write notes on the prosody herein.

V. 1. కుకవిప్రణీతకృతి యెట్లు సామాన్యకృతి యిది పైపై వన్నెల్పచరించును? వసుచరిత్రమును “మిత్రకథగా నొనరింపు” మని కవికిఁ గృతివతి యేల చెప్పెను? దీనింగూర్చి మీ యభిప్రాయ మేమి? 2. What evidence is there in Vasu Charitra to show that

its author was in fact a సంగీతకళారహస్యనిధి ? Point out the verse or verses which show his undoubted claim to the title. Explain the gist of such verses. 3. Is poetical license, as understood in English Literature, allowed in Telugu literary compositions ? If so, to what extent ?

VI. 1. అలఘుశ్రీనిధి యానగేంద్రతనయుం డానైకతశ్రోణియొ
ప్వల తొప్పార్పకచూచిచన్న మొదలుంబొంగారిపైపైరసం
బులుజృంభించుభ్రమించు నాశయముకూర్చుల్లించదీపించును
త్కలికాచాపలముల్లనోనిబిడచింతాతనయత్వంబునన్.

ఇందలి సంచారీభావంబులం బలిపి లక్షణసమన్వయం బొన
రించునది.

2. బామవిలు చూపుతూఁపులనుబూనిమ్మ గాంతునిగెల్పియింతిమో
మచ్చుతము మందహాసమున నచ్చుపుడాలు కపోలరీల ఘా
లమునఁ గళావిలాస మఖిలంబు గొనం గని వెన్మఁజొచ్చెన
య్యమృతగధస్తీభీతతిమిరాపలి వేసలి పెంపుసొంపునన్.

ఇందలివర్ణనాచమత్కృతి తేటపడం దాత్పర్యము వ్రాయునది.

3. ఏగతి యోగిరూపము వహించెదో యేగతిఁ బ్రాథమిం చెదో
యేగతి వేళఁగాంచెదవో యేకతమున్న వధూజనంబు నీ
వేగతిఁ బల్కరించెదవో యిట్టసఖా.

Answer the questions raised herein pointing out the subse-
quent verses in support of your answers. Justify the author's
description of the guise assumed by the companion, meeting the
objections raised by critics.

4. కానీనముక్త నాగమహాశరంబును
బెండుగాఁ జేసెఁ గృష్ణుండు గాఁడె
సైంధవు వధియింపఁ జక్రంబు రవి కడ్డు
నొప్పించి మనిచెఁ గృష్ణుండు గాఁడె.

మనిచె - Whom ? What are the various derivations
given of the word కృష్ణుండు ? Whom did కానీనముక్తు get the
నాగశరము from ? How did Krishna make it a బెండు ?

VII. 1. వినుఁ దానది శ్రుతిబాహుళ్యులు

ననవరతముఁ గుటిలగతులు నగుభోగివరుల్

దనవారిలోన మెలఁగినఁ

దనవారిఁగఁ జేసి హరునితల యెక్కించెన్.

Explain the beauty of this verse.

2. ఘనరావంబుచెలంగ భృంగి వినుతుల్గావించి పాడంగఁ గా

ననమం దెచ్చట నీలకంఠవిలసన్నాట్యంబు రంజిల్లెఁ దా

ఘనరావంబు చెలంగ భృంగివినుతుల్గావించి పాడంగఁ గా

ననమం దెచ్చట నీలకంఠవిలసన్నాట్యంబు రంజిల్లెదే.

ఇందలి తాత్పర్యమేమి? అలంకారము లెవ్వి?

3. "తుమ్మెదలపిండు మించె సిద్ధులవిధమున" — ఎట్లు?

"బలిమిఁ జేయరానిపని యెట్టిదైన ను | పాయబలముచేతఁ జేయ
వచ్చు" — Give the simile in your book.4. కావుకావసువారిఁ గ
దిసి తుంగపయోధరపదాంతరంబు చేరంగ నీదు — ఏది? Explain

this line, pointing out any grammatical peculiarity.

5. ధరణి
నెవ్వాడు దానవద్విరదదళనవిహృతిఁ దనకేసరికిశోరవృత్తిఁదెలిపె.

Explain and write notes on దానవద్విరద.

VIII. 1. ఉవిద నీయులక్షి మాకొసఁగు మాకొ

సంగు మని శార దేభహస్తములు గోరు

యాచకో యాచక శృత్రు వనెడువాక్య

సరణి నవి యిప్పటికిఁ బరస్పరముఁ బోరు.

Select a parallel idea from your text-books.

2. Define ముద్రాలంకారము and give an instance from your
text-books. శ్లేషాలంకార మెన్నివిధములు? అందు న్వసుచరిత్ర

నెట్టివి గలవు? 3. (a) ఇన్నగంబు హిమవన్నగమం దనరారు.

(b) అమరుం దుమ్మెదచాలు, (c) తనయదృశ్యత నడుమనె తాల్చి - ఇం

దలి వ్యాకరణవిశేషము లేమి? 4. ఇందిరానందనుఁడు సురేం

ద్రునకు నిజధనుఃప్రభావంబు వర్ణించినతెఱుం గఱింగింపుము - ఆవర్ణ

నయందలి విశేషము తెలియ నుపన్యసింపుము.

IX. పరీక్షీస్తురవరుఁ గురుసంతతికి నంకురము చేసి, ధర్మజుని నీ ధరణీరాజ్యమునకు నీశ్వరుఁగా నిలిపి నారాయణుఁడు సంతోషిం చెన్.—ఈ వాక్యము నొక్కపద్యముగాఁ గుదురుపఱచునది.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS (III).

*Andhra Bhāṣhā Bhūṣhanamu, Appakaviyam,
Narasabhapāṭiyamu and Telugu Philology (verbs).*

I. అటవమునుండి తెనుఁగు వచ్చిన దని యాంధ్రశబ్దతత్త్వమునం దున్నదిగదా, అటవమే తెనుఁగునుండి వచ్చిన దని యేల చెప్పరాదో చర్చింపుఁడు.

II. 1. అంతస్థములు, ఊష్ణములు, అనుస్వారము—ఈసంజ్ఞలేల కలిగినవి? 2. తత్సమము, తద్భవము, అచ్చతెనుఁగు, దేశ్యము—అను నీవిభజనయందు కేతనకును ఇతరవైయాకరణులకును గలభేద మేమి? 3. అనంతనివర్ణసమామ్నాయమందు అప్పకవి చూపినదోష మేమి? 4. కాల్పనికలక్షణము, వాస్తవలక్షణము, ప్రథమభూతము, ద్వితీయభూతము—వీనిస్వరూపమును వివరించునది. 5. ప్రాకృతభవములు సంస్కృతభవములు గావనుటకు గమకములు సోదాహరణముగం డెలుపుఁడు. 6. ప్రాకృతసమములను నిష్పత్తి చేయువిధాన మేమి? 7. రాజులోని జకారము దంత్యమా తాలవ్యమా? మతభేద చర్చాపూర్వకంబుగ సిద్ధాంతించునది.

III. 1. ఈక్రిందిపదములకు వ్యుత్పత్తి వ్రాయుఁడు:— బిరుదము, కోశెల, కాణాచి, బుగ్గ, కాని (భేదార్థమందుఁ గ్రియావిశేషణము). 2. ఈక్రిందిపదములకు వ్యుత్పత్తిప్రక్రియను అప్పకవి చెప్పిన చొప్పునం జూపునది:—జూదము, సాన, మూఁగ, రాచకొలము. 3. వండితి, మూఁకు, చిలుక, గడుసు—ఇందలి తుదియక్షరములరిగూచ్చి శేషగిరి శాస్త్రులవారు తెలిపినవిశేష మేమి? 4. అర్ధానుస్వారము అనావశ్యకముగా వచ్చినపదములను మూఁటి నుదాహరింపుఁడు. 5. “సంస్కృతపదములపై ... సున్నలు”, “తకారము భవిష్యత్కాలవాదకము”—ఈ విషయములను చర్చింపుఁడు.

IV. 1. సమాసమందు పదప్రాధాన్య మన నెట్టివో వివరింపుడు.
 2. "నీ సంస్కృతంబుతోడ స. చూసించును"—దీనిని చర్చించి సోదాహరణముగ వివరింపుడు. 3. వచ్చుచున్నాను—ఈపదమున ప్రకృతి ప్రత్యయాదివిభాగమును పూర్వవైయాకరణు లెట్లు చేసినారు, శేషగిరి శాస్త్రిలవారు ఎట్లుచేసి అందుల కేమి యుపపత్తిచూపినారు?
 4. రోణివాసద్రోహి, డొంగినావు, డౌలక్—ఈపదముల నిష్పత్తిని చర్చింపుడు. 5. "అసమస్తలఘుద్యవ్యక్షర । లసితము లగుతత్సమంబులకు నించుటయౌక్ । బాసంగు నియించుటయౌక్."—ఈవిషయమున చిన్నయసూరిగా రేమి తెల్పిరి? భేదమును విశదపఱచి సిద్ధాంతముం దెల్పుడు.

V. 1. ఎఱ్ఱాప్రెగ్గడ అరణ్యపర్వశేషము రచించుటకై యక్షరచక్రము చూచుకొనిన విధం బెట్లు? 2. మ య ర స త జ భ న—ఈసంకేతములు గల్గినవిధమును సాంగముగాఁ దెల్పుడు. 3. నాయక కూటములు, పట్పిత్యయములు,—ఏవి. 4. వారాంగి, అంగజాస్త్రిము, గృతమధ్య, అనంగలతక—వీనిస్వరూపముం దెలుపుడు.

VI. 1. ఈక్రిందిపద్యములందు దోషమున్నం దిద్దుడు, వీని నప్పకవి యెందులకై యుదాహరణములుగా నొసంగెనో వివరింపుడు:—

(a) దవధూమంపుఁదమంబులొఁ దమరసద్రవ్యంబుఁ బంకేజబాంధవభానుప్రతతతు ల్హరింపఁ గుయివెట్ట న్వెళ్లు...

(b) కందుకకేళి సల్పెడుప్రకారమునం బురుషాయితక్రియాతాండవకేళి సల్పెడువిధంబున...

(c) కవదొనలును గాండీవం
 బవల నిడం బనుపు ముం దరదము డిగు మే
 ను విదప డిగియెద...

2. ఈ క్రింది పద్యములొనివిషయమున కపవాద మేమేని కలిగినం దెల్పుడు:—

ఇల జమిలియక్కరమునకుఁ

బలుసున్నకు నెడమ నూదిపల్కెడువర్ణం

బులుఁ జూపి పలుక నవియును

లలి గురువులు కడమలిపులు లఘువు లఘూరి.

VII. 1. రీతులకును వృత్తులకును భేద మేమి ? అవి యేవేవి ?

2. " ముప్పదియై పదప్రబంధ వాక్యగత భేదముల నిట్లు వఱులు "—ఏది ? ఎట్లు ? 3. విభ్రమము, మోట్టయితము, బిభ్రోకము, భావశబలత, సేయార్థము, అవిమృష్టవిధేయాంశము, ఛేకానుప్రాసము, కాంతి, పద్మబంధము—వీనిని లక్షణోదాహరణ పూర్వకముగా వివరింపుఁడు. 4. ఓష్ఠ్యనిరోష్ఠ్యసంకర మన నేమి ? అందులకు నరసభూపాలీయమునం గలయుదాహరణమును వ్రాసి, అందులో పాఠదోష మేమేని యున్నచో తెలిపి సవరింపుఁడు.

VIII. 1. తృతీయరసముపేరు కరుణరసమా కరుణారసమా ? రూపక భేదముపేరు ఏకదేశవర్తిరూపకమా ఏకదేశవివర్తిరూపకమా ? ఈ రెంటికిని లక్షణోదాహరణములు వ్రాయుఁడు. 2. నరసభూపాలీయమునకు మూల మని వాడంబడుప్రతాపరుద్రీయమునం జెప్పబడిన మదనావస్థ లెన్ని ? వానిలో నేవి నరసభూపాలీయమున వదలఁబడినవి ? ఏవి మార్పఁ బడినవి ? 3. రామాదితత్పాత్రసామాజికులలో రసము ఎవరియం దుండునో చర్చించి సిద్ధాంతీకరింపుఁడు.

IX. 1. సామాన్యమిలితములకు, తుల్యయోగితాదీపకములకు, వాచకలుప్తోపమారూపకములకు, రూపకగమ్యాత్ప్రేక్షలకు, విశిష్ట రూపక వాక్యార్థవృత్తినిదర్శనలకును, గల భేదములను విశదీకరింపుఁడు. 2. నరసభూపాలీయములోఁ జెప్పబడనియలంకారములలో నేదే నొకదానికి లక్షణోదాహరణములను వ్రాయుఁడు.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

TELUGU : TEXT-BOOKS (iv).

Bharatamu 5, Ramabhyudayamu 2, Rajasekhara Charitramu 1, Narasabhupaliyam 3 & 4, and Andrabhashabhushanamlu.

I. భారతము, రామాభ్యుదయము, రాజశేఖరచరిత్రము—ఈ మూఁటియందును గలరచనాతారతమ్యమును ఎఱిగించి సప్తవిధకవులలో వీరి నెవ్వరెవ్వరుగాఁ జెప్పనగునో యూహించి వివరింపుడు.

II. 1. గాండీవజ్యోరవంబుత్కటమయిపెలుచంగ్రమ్మినకాళీముఖాహారదండం బేపారిశుంభద్గదజడియుచ్చరాద్రంబుగాఁదోచినన్నేదండద్వంద్వంబుమాడ్కిన్దతిమికవలుమాద్యద్గతిందాఁకినంజాకుండం బోకుండఁగౌరవ్యులకువశమెబిట్టల్గిమూర్ఖిలకుండక

2. చలువపెలుంగు రేమగఁడు జక్కవనెచ్చెలిబోడుకోడె చుక్కలజవరాండ్రకున్నునుపుకాఁడుజగంబులచూడ్కివిందుచెంగలువలకోరిదారివిలుకానికిఁ గూర్చినమామ పండువెన్నెలగని చందమామ కడు నింగిఁ జెలంగి వెలింగనెంతయున్.

3. చూడం జిత్రము పత్రిపుష్పముల కంచుం జేరనేతెంచిపెంబ్రోడల్ వైవకధారహస్యములకై పోరాడుచుం బోవుచోఁగూడ న్వచ్చి తదీయవాదములచిక్కు న్దీర్చు బో పట్టణక్రీడాకాననవీధికాగ్రశుక శారీకిన్నరద్వంద్వముల్.

(a) ఈ పైపద్యములకు కూడినంతమట్టుకు తెనుఁగుమాటలకు సంస్కృతపు మాటలను సంస్కృతములకుఁ దెలుఁగులను గా దండన్వయము వ్రాయుడు. (b) మొదటిపద్యమునందలి రీతిగుణములను, రెండవదానియందలి రసవృత్తులను, మూడవదానియందలి చిత్రరహస్యములను, వివరించి చెప్పుడు.

III. ఈక్రిందిప్రశ్నములకునుద్యోగపర్వమునందుఁ జెప్పినచొప్పున నుత్తరము లిండు. 1. ధర్మరాజును దుర్యోధనుఁడును ఏయేతరువులుగాఁ బోల్పబడిరి? వానికి స్కంధము కాఖాపుష్పఫలమూలములు నెవ్వరెవ్వరుగాఁ జెప్పబడెను? 2. కార్యసిద్ధిచంద మెట్టిది?

3. ఏ దేది తనయంతవారితోనె తగును ? 4. ఎట్టివాఁడు తెవులులేని వేదనం బడును ? 5. నిద్రలేక కుందుటకుఁ గారణము లేవి ?

IV. అప్పురంబు పురందరశిలాశకలనికఁగనిచితరచితవప్రప్రభాపూ రంబులు పురరాజపట్టాభిషేచనోచితకచనిచయగళితకళితోత్పల కం దళంబులుంబోలి పొలయ, నికటఘటయంత్రసలిలసంవర్ధితారామస్థల పరీతోదారకాలికేదారంబులుసతతనన్ని హితకందర్పకల్పితానల్పకనక మయవేదికలంబోలి మించ.—దీనికి ప్రతిపదార్థము వ్రాసి యది చెప్పఁ బడినఘట్టముం దెలుపుఁడు.

V. ఈ క్రిందివానిలోని వ్యాకరణవిశేషాంశములం దెలుపుఁడు.

1. రణంబుల జయలక్ష్మి చేకొనుటఁ బోలునె యెండొక రాజధర్మముల్.

2. భీమాగ్జనులకు రణమున నేనుగలును సరియే.

3. భుజాటోపభయంకరుఁ డగ్జనుతోపానల మడసి.

4. అనయము పుట్టె జూదమునయప్పడ.

5. అవసరమక్కఱలం గైదువుకర్జములందు వేటదోటల యందుకొ దవు లైనపాత్రలెకలము.

VI. 1. ఒక్కయెఱుకుఁజేఁడు నక్కకొమ్మను నిట్టి

గోఱజంబు జున్నుఁ జాఱపప్పుఁ

బీలిగఱులయంపకోలలు సెలవిండ్లు

గాను కిచ్చి కరయుగంబు మొగిచి.

అని మనుచరిత్రములో నున్నది. ఇట్టిపద్యము రామాభ్యుదయములో నున్నది గదా, ఆపద్యములో చెప్పబడినవి యేవి యిం దులో లేవు ? 2. “విశృంఖలవృత్తిం దెరవేటకాండ్రు కొలువంగా వచ్చె”—తెరవేటకాండ్రు అనఁగా నర్థ మేమి ? ఇంకను—“వీటి వేటకాండ్రు గలరు ? ఆయా వేటలపఁకరము తెవి ?

VII. ‘అది సభయే ప్రియం దెసఁగ నావ్యులు నిల్వరయేని యా య్యలే’—ఈ పద్యమును పూర్తిగా నైనను వ్రాయుఁడు కాదేని దాని

భావమును విశదపఱుపుడు. తద్భావముయొక్క యుక్తాయుక్తతను గూర్చి విమర్శింపుడు.

VIII. అపుత్త్రస్య గతిర్నాస్తి, సర్వం హస్తిపదే మగ్నమ్, నక్కఁ గన్న వాఁ డెల్లను వేఁటకాఁడు, ధర్మముచాలుఁ గుక్కఁబట్టుము— వీనిభావముఁ దెల్పుడు. ఏడికపాట్లేట్లు—సమానార్థకము లైనవీనికి అర్థ సమన్వయము చేయుడు.

IX. 1. పాడి రపుడు సృత్యద్ధ్వనికేళిఁగ్రమ్మఁ ద్రవత్పాషాణంబును నిశ్చేష్టకురంగంబును మూకీకృతపతంగమును గాఁ—ఇందు ఏమి యసంగతము తోఁచెడిని? దాని నెట్లు సమర్థింపనగును? పాషాణకురంగపతంగములస్వభావలక్షణము లేవి? అవి బాధింపఁ బడినరీతులు సఁదియా? 2. స్వరము లెన్ని? వాని పేర్లును లక్షణములు నెవ్వి? చిందు, జక్కిణి కొరవంజి, అనునవి వేనిలో భేదములు? లాస్యకళయన నేమి? దానికి విరుద్ధభావము గలది యేది?

X. 1. రస మన నేమి? అది యెన్ని భేదములు గలది? వానికి వర్ణము లెవ్వి? అధిదేవత లెవ్వరు? ఏయేరసముల కేది స్థాయిభావము? 2. విభావానుభావ సాత్త్వికభావసంచారిభావముల లక్షణము లేవి? హాసలీలాకిలికించితాదులకేమి పేరు? మోట్టాయితబిబ్బోకములకు లక్షణములను ఉదాహరణములను వ్రాయుడు. 3. (a) కావ్యమన నెట్టిది? (b) దాని భేదము లెవ్వి? (c) కావ్యగుణములు లెన్ని? (d) కావ్యదోషము లెన్ని విధములు? (e) సమత, ఔదార్యము, ఓజస్సు, సమాధి— వీనికి లక్షణములేని ఉదాహరణములేని వ్రాయుడు. (f) దోషములవిధములలో ఒక్కొక్కతెగకు నాలుగేసి పంతున వివరింపుడు.

XI. ఆంధ్రభాషాభూషణమునందు, 1. భాష యెట్లు విభజింపఁ బడియున్నది? ఆవిభజనకును “తత్సమంబుగాక తక్కిననాలుగు నచ్చలెనుఁగులు” అనుపద్యమందలి సంగతికిని అసంగత మేనిదే కలదా? కలదేని యెట్లు సమర్థించుట? 2. సంధికి నిర్వచన మెట్లు చెప్పబడ్డది? ఇతర గ్రంథములలో చెప్పబడ్డదానికిని దీనికిని భేద

మేమైనం గలదా? కలదేని సమర్థింపుడు. 3. వర్తమానభవిష్య దర్థకముల నిరూపణకును ఇతరవ్యాకరణములయందలి వాని నిరూపణకును గలభేదమును విశదపఱచి యుక్తాయుక్తములను వివేచింపుడు. 4. ఈడు అనునది యేదేయర్థముల బోధించును? ఆడువారిపేళ్లకు వచ్చునట్టి దీనికి సమానార్థకము లైనప్రత్యయము లేవి? అరియనునది యెట్టియర్థమును తెలుపును? మఱు ప్రత్యయము కూడ దానిని బోధించునట్లు చెప్పబడి యున్నది? దానిగుఱించి మీ యభిప్రాయమేమి?

XII. రెండవప్రశ్నలో మొదటిపద్యము ఏమి వృత్తము? దాని యందుఁ గలవిశేషమేమి? ఆ విశేషము గలమఱియొకటిరెండు వృత్తములపేర్లు వ్రాయుడు.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

KANARESE: TEXT-BOOKS (iv).

I. 1. పడేక్షరియం బరళంకరవిలాసదల్లి స్వవిషయ ఏనైన జేరువను? 2. ముద్దణకవియ దేశ, కాల, జాతి, మత, స్థితిగతిగళన్న కురితు ఆతన కావ్యదెంద ఏను లుఱిసబడెదు? సకారణ టుత్తర బరేయిరి. 3. రామాయణవేదద కథగే మూలవు యావుదు? మూలగ్రంథద కథగూ ఇదక్కూ ఇరువ ముఖ్య కేలవు వ్యత్యాసగళన్న తొలిరిసి. ఈ కథ బేరేయవ కన్నడ కావ్య గళగే విషయవాగిరువుదు?

II. బరళంకరవిలాస, రామాయణవేద, జగన్నాథవిజయ - ఈ మూరు కావ్యగళల్లి శ్రేలి, టుక్తిజమత్కర, అస్వయకాణ్ణి, అలంకార బాడుళ్ళి - ఈ విషయగళల్లిరువ ముఖ్య తారతమ్య గళన్న సోదాకరణ విమర్శిసువుదు.

III. 1. అజనబడనందు నుడివుదు

కుజనతేజడజాతజాతనంతజడనవం ।

ಸುಜನವಿರೋಧಿಯನಜಡಂ

ಸೃಜಿಯಿಪನೆ ಪರೋಪತಾಪಫಲನಂಖಲನಂ ||

ಇದಕ್ಕೆ ದಂಡಾಸ್ವಯವನ್ನು ಬರೆವುದು.

2. ಸ್ವಸ್ಥ ತುರಿಯಾತೀತಾ

ವಸ್ಥೆಯನೊಳಕೊಂಡು ತೊಳಪಶ್ಯಂಗಾಟಕ ಪ |

ದೃಷ್ಟಿ ತನೊಳನಘನೊಳ್ಳುರ

ವಸ್ಥನೊಳೊಡೆವೆದೆದು ಬಾಳ್ವ ಮತಿಯರತಿದಂ ||

ಇದರ ಅರ್ಥವನ್ನು ವಿವರಿಸಿ ಬರೆವುದು. 3. ವಿಪಥರನಾಗಿಯುಂ
ಚಿರಪ್ರಭಾಸಂಗತನುಂ; ಭುವನಪತಿಯಾಗಿಯುಂ ಮಜಡಾಶ್ರಯನುಂ ; ನರ
ಗದ್ದನಿರ್ದಾಪಕನಾಗಿಯುಂ ಆಜ್ಞಾನರಂಜಿಯುಂ; ಸಾಮಂಜಸ್ರಿಯನಾ
ಗಿಯುಂ ಪಂಚಾನನನುಂ; ಸದ್ವ್ಯಾಜಾತನಾಗಿಯುಂ ಭವರಹಿತನುಂ ;
ಕಾಮದೋಷೋನ್ನೇತನಾಗಿಯುಂ ದರ್ಪಕೋಪಗತವಿಗ್ರಹವಿದಾರಣನನಿಸಿ
ದಂ. ಇದರೊಳಗಣ ವಿರೋಧಾಭಾಸಾಲಂಕಾರವನ್ನು ವಿವರಿಸಿ.

IV. 1. ಪಡಕ್ಷರಿಯು ಈಶ್ವರಸಭೆಯನ್ನು ಶ್ಲೇಷಮೂಲಕವ್ಯಾಕರ
ಣಕ್ಕೂ, ನ್ಯಾಯಕ್ಕೂ, ವೇದಾಂತಸಂತಾನಕ್ಕೂ ಹೋಲಿಸಿರುವನು.
ಸಭೆಗೂ ಇವುಗಳೊಳೊಂದೊಂದಕ್ಕೂ ಸಾಧಾರಣಧರ್ಮಪದಗಳನ್ನು
ಬರೆದು ಉಪಮೆಯನ್ನು ಸಮರ್ಥಿಸುವುದು.

2. ತೆಗಳಲ್ಪಲ್ಲಂ ಖಳತಾ |

ನೆಗಳಲ್ಪಲ್ಲನೆ ನವಿನ ಕೃತಿಯಂ ||

ಇದಕ್ಕೆ ಯಾವ ಉಪಮೆಯನ್ನು ಕವಿಯು ಕಲ್ಪಿಸಿದಾನೆ ? 3. ಖಲ
ನಿಗೂ ಸೂಚಿಗೂ ಸಮಾನತ್ವವು ಹೇಗೆ ? 4. ಮಾವಿನಮರಕ್ಕೆ ಅಜನಿಟ್ಟ
' ಮಾಮರ ' ವೆಂಬನಾಮದ ಓಚಿತ್ತವನ್ನು ಹೇಗೆ ತೋರಿಸಿದೆ ?

* V. 1. ರಾಮಾಶ್ವಮೇಧದಿಂದ ತೋರುವಮಟ್ಟಿಗೆ ಸ್ನೇಹಯ ಗುಣ
ವಿಕೇಷಗಳನ್ನು ಸೋದಾಹರಣವಾಗಿ ವರ್ಣಿಸುವುದು. 2. ರಾಮಾಶ್ವ
ಮೇಧದಲ್ಲಿ ತೇಂಗಾಯಿಯನ್ನು ತಿರುಳುಗೂ, ನೀರುಳ್ಳಿಯನ್ನು ಹರಿಹರ
ರಿಗೂ ಹೇಗೆ ಹೋಲಿಸಿದೆ. 3. ಸೊನ್ನೆಗಾರರನ್ನು ಕುರಿತು ಮುದ್ದನು

ಏನು ಹಾಸ್ಯೋತ್ಪಾದಕ ಮಾತುಗಳನ್ನು ಹೇಳಿರುವನು ? 4. “ ಎಷ್ಟುನ್ನ
ರಪ್ಪ ಕಪ್ಪಿ ಗಗೇಂ ಕೊಡತೆಯೊ ! ಕಬ್ಬಿ ಗರೇಂ ಮುಂದುವರಿಸಿಗಳತ್ತಣಂ
ಪಿರಿಯರಾಗರೆ ! ” ಎಂಬುದನ್ನು ಮುದ್ದಣನು ಹೇಗೆ ಪ್ರತಿಪಾದಿಸಿರುವನು ?

VI. ಈ ವಾಕ್ಯಗಳ ಅರ್ಥವೇನು :— 1. (a) ಅನಿತಃಕೂಳ್ ಹಣ್ಣುಳ್
ತೆಯ ವೊಚ್ಚೆ ಕೈಯಳತೆಯೊಳಾಗಿ. (b) ಎಣೆವೆಂಡಿರ ನಗೆಗೆನ್ನಂ ಪಕ್ಕಾ
ಗದಂತುಮಾಡಿ ಗೆಲ್ಲವೆಣ್ಣಂ ಸವತಿಯನಾಗಿಸೈ. (c) ಬಿರ್ದುಣಿಸಂ ಮ
ದುಣಿಸೆಂಬಂತಿರುಂಡು. (d) ನಿನತ್ತ ಸುವಿನುಸಿರ್ ಜವಹರದ ಪುಟು
ಗಳ್ಗೆ ಸುಯ್ಯಾಡುವ ಜೀವದ ಗಾಳಯಕ್ಕುಂ. (e) ನೀಂಮನದೊಳೆ ಮಂ
ಡಿಗೈಯುಂಡಂತಾಯ್ತು. (f) ಎನ್ನೊಳಂತಿದುಮಾಸುವೊಕ್ಕುಂ. (g) ಇಂತೀ
ಬಯ್ಯಳ್ ಕೊಲೆವಿಡಿದನ ಕಣ್ಣ ಸುಣ್ಣದ ಕಜ್ಜಳವಪ್ಪುದುಂ. (h) ಲೇ
ಸುಲೇಸೆಲೆ ಸೀತಾರಮಣ ! ಬ್ರಹ್ಮಹತ್ಯಂಗಡ ! ಮೊದಲೊರ್ಮಡಿಯ
ದುಡದ ನಿಗಳಮುಡಿ ಗೈದಂತಿರಾಡುವೈ. 2. ಈ ಗಾದೆಗಳು ರಾಮಾ
ಶ್ವಮೇಧದಲ್ಲಿ ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಬಂದಿರುವುವು ? ಅವುಗಳ ಅರ್ಥ
ವನ್ನೂ ಅಲ್ಲಲ್ಲಿ ಅವುಗಳ ಛೇತ್ಯವನ್ನೂ ತೋರಿಸಿ :—(a) ಕೊಡೆಯ
ಕಾವೆಂಬೊಲಾಯ್ತು ಪುಟ್ಟಿ. (b) ಊರೊಳ್ ಮಾರಿಯೆಂದು ಮನವೊ
ಳಿಯುಂ ಮಾಲುಗುಡುವರೇ. (c) ಕುಂಬುಂಬಿನ ಕುತ್ತಕ್ಕೆ ಕುಂಬಿಯ
ಪಿತ್ತಮೆಮದಾಯ್ತು. (d) ಇರುಳ್ಕಂಡ ಬಾವಿಯೊಳ್ ಪಗಲೊಳ್ ಬಿ
ಟ್ಟಂತೆ. (e) ನೀರಿಳಿಯದ ಗಂಟಲೊಳ್ ಕಡುಬಂ ತುಂಬಿದಂತಾಯ್ತು.
(f) ಬೆನಕನಂ ಕಂಡು ಕಿತ್ತಿಲೆಗೆ ಕುಂಪಿಟ್ಟೆಂ. 3. ಇವುಗಳಿಗೆ ರಾಮಾಶ್ವ
ಮೇಧದಲ್ಲಿ ಬಂದಿರುವ ಅಚ್ಚಗನ್ನಡ ಪರ್ಯಾಯಪದಗಳನ್ನು ಬರೆಯಿರಿ :
ಕುಂಭಜ, ದಶರಥ, ವೋಮಕೇಶ, ನಿರ್ವಿಘ್ನದಾಯಕ, ಪುನರ್ಜನ್ಮ,
ಹಿರಣ್ಯ ಗರ್ಭ.

VII. 1. ರಾಮನ ಯಜ್ಞಾಶ್ವವು ಯಾವವಾರ್ಗವನ್ನು ಹಿಡಿದು ಹೋ
ದುದೆಂದು ರಾಮಾಶ್ವಮೇಧ ಗ್ರಂಥದಿಂದ ಉಹಿಸಬಹುದು ? 2. ರಾಮಾ
ಯಣದ ಕಾಲದಲ್ಲಿ ಹುಡುಗರಿಗೆ ಮಾಡಿಸುತ್ತಿದ್ದ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು
ಕುರಿತು ರಾಮಾಶ್ವಮೇಧ ಗ್ರಂಥದಿಂದ ಏನು ಕಂಡುಬರುವುದು ? 3. ಕನ್ನಡ
ಕಾವ್ಯಗಳಲ್ಲಿ ಸಂಸ್ಕೃತಕನ್ನಡ ನುಡಿಗಳ ಸಂಬಂಧವು ಹೇಗಿರಬೇಕೆಂದು
ಮುದ್ದಣನ ತಾತ್ಪರ್ಯವು ? ತಿರುಳ್ಗನ್ನಡವೆಂದರೇನು ? 4. ಮೂವೆಯ

ನಿಜ್ಞಾಪಕವಕುತಿ ಯಾವುದು ? 5. ಸನ್ನಿವೇಷಣೆ ಯೆಂದರೇನು ? ಸಿಂಹಕ್ಕೂ, ವರಾಹಕ್ಕೂ, ಜಲ್ಲಿಮಿಗಕ್ಕೂ ಸನ್ನೆಗಳಾವುವು ?

VIII. 1. ಇವುಗಳ ತತ್ಸಮರೂಪಗಳಾವುವು :—ಹರವಸಂ, ದವ್ವಣಿ, ಸಜ್ಜಣಿ, ಹೂನ್ಯ, ಜಾವಳಿ, ಬಾಗುಳ, ಸವಗ, ಪಡಿಸಣ, ಬೊವ್ವಣಿ, ಹದಿಬದೆ. 2. ಈ ಸಮಾಸಿತಪದಗಳಿಗೆ ವಿಗ್ರಹವಾಕ್ಯಗಳನ್ನು ಬರೆಯಿರಿ : ಬಬ್ಬೇರೆಗಣ್, ಪಿಟುತಿನಿ, ಕೂಸುಗಂ, ಬದಿಲ, ಅಟಗುಲಿ, ಅಂಗೊಳಗು. 3. ಆಳ, ಬೆರವು, ಮುಖ, ಕುಖ, ಪೂರೆ, ತೋರದ - ಇವುಗಳಲ್ಲಿ 'ಳ' ಕ್ಕೆ ಬದಲಾಗಿ 'ಅ' ವನ್ನೂ, 'ರ' 'ಅ' ಗಳಿಗೆ ಬದಲಾಗಿ 'ಅ' 'ರ' ಗಳನ್ನೂ ಇಟ್ಟರೆ ಅರ್ಥವ್ಯತ್ಯಾಸವೇನಾಗುವುದು ? 4. ಇವಕ್ಕೆ ಹೊಸಗನ್ನಡ ರೂಪಗಳನ್ನು ಬರೆಯಿರಿ :—ಏವಂ, ಮೈದುನನೆಂ, ಬೇಗದಿ ನೋಬ್ಬ, ಎಂಗುಂ, ಏಗಳ್, ಎನ್ನೊರ್ವನೆಯ ಕತದಿಂ, ಎಮತು, ನುಡಿವೌ, ಆತನಯೆ, ಪೊದಿಂಬಯಿಯಿಂ, ನೀನಾವೊಂ, ಧನ್ಯರೆವು, ಆಪ್ತದಪ್ಪುದು.

IX. 1. ಉಕ್ತಂತಲ ನಾಟಕದಲ್ಲಿ ಚತುರ್ಥಾಂಕವು ಅತ್ಯಂತ ರಸಯುಕ್ತವಾದುದೆಂದು ಹೇಳುತ್ತಾರೆ. ಅಯಂಕದ ವಿಷಯವೇನು ? ಆದರಲ್ಲಿ ಯಾವಯಾವ ರಸಗಳು ಎಲ್ಲಿಲ್ಲಿವೆ ? 2. ನಾಟಕಕ್ಕೆ ವಸ್ತು ವೆಂದರೇನು ? “ ತಾವು ಆಯಾವಸ್ತುಗಳ ಅಭಿನಯರೂಪಕಾರ್ಯದಲ್ಲಿ ತಕ್ಕಂತೆ ಪಾತ್ರವನ್ನು ನೇರವಾಗಿರಿಸುವ ಕಾರಣ ತಮಗೇನೂ ಕೊರತೆಯುಂಟಾಗಲಾರದು ”—ಇಲ್ಲಿ ವಸ್ತುಗಳೆಂದರೆ ಯಾವುವು, ಸೋದಾಹರಣ ಉತ್ತರ ಕೊಡಿ. 3. ಪ್ರಿಯಂವದೆ ! ನೀನು ಸವಿಾಪದಲ್ಲಿ ನಿಂದಿರುವುದರಿಂದ ಈ ಕೇಸರ ವೃಕ್ಷವು ಉತೆಯಿಂದ ಕೂಡಿದಂತೆ ತೋರುವುದು. ಶಕುಂತಲೆ ! ಆದ್ದರಿಂದಲೇ ನಿನ್ನ ಹಸು ಪ್ರಿಯಂವದೆ. ಡಾಯಂ ! ಪ್ರಿಯಂವದೆ ಶಕುಂತಲೆಯನ್ನು ಕುರಿತು ಪ್ರಿಯವಾದದ್ದನ್ನೂ ನಿಜವಾಗಿಯೇ ಹೇಳಿದಳು. ಇಲ್ಲಿ ' ಆದ್ದರಿಂದಲೇ ' ಎಂಬುದಕ್ಕೆ ಅನ್ವಯವು ಹೇಗೆ ? ಡಾಯಂಮಾತುಗಳಲ್ಲಿ ಗರ್ಭಿತವಾದ ಗಂಭೀರಾರ್ಥವೇನು ? 4. ' ಕೋರಿದ ಕೋರಿಕೆಗಳು ನೆರವೇರುವುದಕ್ಕೆ ಎಷ್ಟು ವಿಧಗಳು ಬರುವುವು ? - ಎಂದು ದುವಸ್ತಂ ತನು ವೇಚಾಡುತ್ತಾನಷ್ಟೆ, ಇವನ ಕೋರಿಕೆಗಳು ನೆರವೇರುವುದಕ್ಕೆ ಯಾವಯಾವ ಕಾಲದಲ್ಲಿ ಯಾವಯಾವ ವಿಧಗಳು ಬಂದುವು ?

X. 1. పరుషతరస్యనోన్మ, ఖరనంఖరనంఖరనం ముంధారిసం ।

దరిసిజయప్రవోదసుమనస్సుమనస్సుమనస్సు వృష్టి
[యం ।

సురియేలతాంతదోళ్వసదనం సదనంసదనంగలక్ష్మిగౌ ।

గిరేతళదఁశుభాజరణదిం రణదింరణదింద్రశాశళం ॥

ఇదక్కే ప్రతిపదార్థావన్న బల్యేరి. 2. కృష్ణానికి టువేం
ద్రనందం కేశవనందం జేసరుగళన్న యరు ఏను శారణకేష్టయ?

3. “ఇంగడేందమిందుగడ పుష్టిదనంతదు కేప్ప నిందువిందిగడ
లత్తి పుష్టితు,” - ఇదన్న రుద్రభట్టసు జేగే సమర్థిసరువను ?

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF TELUGU LITERATURE.

I. 1. ఆంధ్రకబ్జింతామణిని నన్నయభట్టారకుడే రచించె
నని యొకపక్షమువారును, అది యాతనిచే రచింపబడినది కాదని
మఱియొకపక్షమువారును, వాదించుచున్నారు. ఇం దేపక్షము
విశ్వాసార్హమైనదో సప్రమాణముగా నిరూపించునది.

2. భారతము నాంధ్రీకరించినవారిలో నొక రణపదేశమునకు
సమీపమునం దుండినవారు గదా. ద్రావిడభాషయొక్క ప్రభావ
మించుక వాఁకవిత్వమును సోకకపోలే దని యుదాహరణసహిత
ముగాఁ జూపునది.

3. ఆరంభదశలో నాంధ్రీకవిత్వము చేసినవారికావ్యములలోఁ
గృత్యాదియం దిటీవలివారికావ్యములలోఁ గలవి యేవి కానబడవు ?
ఇటీవలివా కావ్యములలో లేనివిశేష మేమి కానబడుచున్నది ?

II. 1. ఏ కాలమువఱకును రచింపబడిన తెలుఁగుగ్రంథములన్ని
యు నించుమించుగా సంస్కృతపురాణేతిహాసముల భాషాంతర
ములుగా నున్నవి ? ఆ కాలమునందలి కవులలో నెవ్వరైనఁ బురాణే
తరములను దెలిగించినవారుండిరా ? ఉండినచో నట్టికవు లేవరు ?
ఇవారు చేసిన గ్రంథము లేవి ?

2. ఏ కాలమునందు ప్రబంధరచనమారంభింపఁబడినది? ప్రబంధకవులలో మొదటివా రెవరు? ఆతని కందువలనఁ గలిగినదియెదనామ మేది? ఆకాలమునందు భరతఖండమున నెవరిరాజ్యము ప్రబలముగా నుండినది? అప్పటిరాజకీయభాషయొక్క ప్రాబల్యనూచన లేదే గ్రంథములందుఁ గానఁబడుచున్నవి?

3. ఈ ప్రబంధకాలమునందు సంస్కృతపురాణములతోను గావ్యములతోను సంబంధము లేనిస్వకపోలకల్పితకావ్యములను జేసినవారెవ్వరైన నుండిరా? ఉండినచో నొక్క కావ్యకర్తపేరు చెప్పి, ఆతనిచరిత్రమును సంగ్రహముగా వ్రాయునది.

III. 1. పూర్వకవులలో నాదిమకవు లైననన్నయభట్టారకాదుల కవిత్వమునకును, అంతిమకవు లైనశ్రీనాథాదులకవిత్వమునకును, గల తారతమ్య మేమి? పూర్వకవులకుఁ బ్రోత్సాహములుగా నుండిన రాజులలో ముఖ్యులెవరు?

2. మొట్టమొదటఁ బద్యరూపమున రచింపఁబడిన తెలుఁగు వ్యాకరణము, అలంకారశాస్త్రము, ద్విపదకావ్యము, దృశ్యకావ్యము, ఏవి?

3. వాగనుశాసనుఁడు, కవిబ్రహ్మ, సర్వజ్ఞుఁడు, కవిసార్వభౌముఁడు, అనుబిరుదులు పూర్వకవులలో నెవరి కుండినవి? ఈబిరుదనామముల కెవ్వ రెంతవఱ కప్పులో సహేతుకముగా నిరూపించునది.

IV. 1. ఈక్రిందిపద్యము లేగ్రంథముల లోనివి? వీనిని గూర్చి వాడుకలో నున్న కథ లేవి? అవి యెంతవఱకు సత్యములు?

(a) మనమాతంగతురంగ కాంచనలసన్నాణిక్యగాణిక్యసంపదలాలింగినితెచ్చియిచ్చి మూడ మొప్పంగాంచిసేవించిరయ్యుదయాస్తాచల సేతు సీతనగమధోర్ధ్వపతుల్నంతతాభ్యుదయకథర్తజుడతనభాసితజగత్పూర్ణప్రతాపాదయక

(b) బాలరసాలసాలనవపల్ల వకోమలకావ్యకన్యకా
 గూళలకిచ్చియప్పడుపుకూడుభుజించుటకంఠైసత్కవుల్
 హాలికులైననేమి గహనాంతరసీమలఁగండమూలకా
 ద్దాలికులైననేమి నిజదారసుతోదరపోషణార్థమై.

2. కవులు సాధారణముగా దరిద్రులుగాను ధనికులకు కృతులీయ్యవలసినవారుగాను నుందు రని చెప్పుదురు. అట్లుగాక యేబ్రాహ్మణకవి ధనాధికారసంపన్నుఁ డయి తానే కృతినందెను? ఆ కృతిపేరేమి?

3. తాను మహాకవి యయి కావ్యరచన చేయుటయేకాక కవులవలనఁగృతుల నందిన శ్లాఘియకవి యెవరు? అతఁడేకృతుల నందెను? వానికర్త లేవను?

V. 1. ఆంధ్రీపంచకావ్యములలో నేది తప్ప తక్కిన వన్నియు ప్రబంధకాలమునం దనఁగా మధ్యకవులకాలమునందే పుట్టినవి?

2. ఆంధ్రీకావ్యపంచకములో నేది రచింపఁబడినతరువాత వెనుకటికవులందఱును దాని ననుకరించియే ప్రబంధములు రచింపఁ జొచ్చిరి?

3. 1520—1550 సంవత్సరములకు నడుమఁ బుట్టిన ముఖ్య కావ్యములను వానికర్తలను కృతిపతులను వివరించుచు భాషాభివృద్ధి చరిత్రమును సంక్షిప్తముగా వ్రాయునది.

VI. 1. స్వదేశరాజ్యములు క్షీణించి మహమ్మదీయప్రభుత్వము ప్రబలినతరువాత నాంధ్రకావ్యరచనకుఁ బ్రోత్సాహము కలిగినదో లేదో దృష్టాంతపూర్వకముగా స్థాపించునది. 2. "ఆంధ్రీకావ్యము లని పేరుపెట్టి కొందఱు కవులు తమపుస్తకములను సంస్కృతపదములతో నింపివేయుచు రాఁగా, దానికిఁబ్రత్యాఘాత మొదలి ప్రబంధకాలమందలి మఱికొందఱు కవులు తమపుస్తకములను గేవలాంధ్రీపదభూయిష్ఠముగానే చేయుఁ దొడఁగిరి." అను దానియందు సత్య మెంత యున్నది? అచ్చ తెలుఁగున మొట్టమొదటఁ బ్రబంధము

చేసినవా రెవరు ? 3. అచ్చతెనుఁగుకావ్యములు చేసినవారిలో మిక్కిలి ప్రసిద్ధికెక్కినకవి యెవఁడు ? అతఁడు చేసిన కావ్యము లేవి ? అతనికిఁ గల బిరుదనామ మేది ?

VII. 1. నూతనకథాకల్పనము లేక యొకపూర్వ ప్రబంధము ననుకరించి ప్రబంధములు చేయఁబడుచు వచ్చినమూఁడవకాలము ననుకరణ కాల మని చెప్పవచ్చును. ఈ కాలమునందు వచనకావ్యము లెప్పుడు చేయ నారంభింపఁబడినవి ? అప్పటి వచనకావ్యము నొకదానినిబట్టి యప్పటివచనకావ్యములకు నిప్పటివచనకావ్యములకును గలతారతమ్య విమర్శ చేయునది. 2. ద్వ్యర్థికావ్యములను జేసి సుప్రసిద్ధులైన వారి నిరువురను బేర్కొని తత్కావ్యములనుగూర్చి గుణదోషవిచారము చేయునది. 3. తంజాపురి, తిరుచనాపల్లి, మధుర, మైసూరు—ఈపట్టణములయందుఁ జేయఁబడినతెలుఁగుపుస్తకము లేవి ? వాని కర్త లేవరు ?

VIII. 1. కన్నడభాషనుండి యొకవి యేగ్రంథమును దెనిగించెను ? తనకావ్యమునందుఁ గన్నడభాషాపదములను బ్రయోగించిన కవి యెవఁడు ? అతఁ డేల యట్లు కావించెను ? 2. తెలుఁగునఁ గ్రాస్తవ మతగ్రంథములను రచించిన యిద్దఱుకవులను బేర్కొని వారికవన మెట్లున్నదో వారెప్పు డెచ్చటనుండినవారో వివరించునది. 3. రఘు వంశము, కువలయానందము, భగవద్గీతలు—వీని నెవ్వరు తెలిగించిరి ?

IX. 1. “ దేశభాషలందుఁ దెలుఁగు లెన్న ”—ఇది యేగ్రంథము లోనిది ? సయ్యక్తిక మగునో కాదో విమర్శించునది. 2. మంచన, మట్ల అనంతభూపాలుఁడు, సింహాద్రి వేంకటాచార్యుఁడు, గణపతి దేవుఁడు—ఈకవులు చేసినగ్రంథము లేవి ? సాంబోపాఖ్యానము, హరిశ్చంద్రోపాఖ్యానము, నిరంకుశోపాఖ్యానము, విక్రమార్కుచరిత్రము, భోజరాజీయము, లంకావిజయము—ఈగ్రంథములను జేసిన కవు లేవరు ?

L.T. DEGREE EXAMINATION, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

PRINCIPLES OF EDUCATION (1).

I. No teaching that does not rouse the interest of the pupils can be effective. Why? State in how many different ways interest may be roused.

II. Bearing in mind the climate, the habits of the people and the hours at which they take their meals, discuss the question 'what hours are best suited for school in this Presidency?'

III. Children generally find the learning of letters dry. Is it possible to interest them in this by giving them an idea of its utility? If so, how would you do it?

IV. What do you understand by *cram*? Show how it is fostered by the injudicious use of text-books and of examinations in the lower classes.

V. Which should be the chief aim of a teacher, the imparting of useful knowledge or the development of the pupils' faculties? How may these aims be combined?

VI. What is meant by the muscular sense? Show clearly how and to what extent this sense helps us to a knowledge of the external world.

VII. State the order in which the various intellectual processes manifest themselves in a child and show the bearing this has or ought to have on educational methods.

VIII. Why is the attempt to teach things through the medium of a foreign language likely to produce looseness and vagueness of thought? What modifications in our system might be expected from a more complete recognition of this fact in India?

MONDAY, 12TH JANUARY, 2 TO 5 P.M.

PRINCIPLES OF EDUCATION (2).

Answer any five questions in Part A, and any three questions in Part B.

Part A.

I. What is the place of Verbal Memory in the acquisition of knowledge? Are Memory and Understanding opposed to each other? What is Dugald Stewart's "Philosophical Memory"?

II. Explain and illustrate the different varieties of Imaginative Activity. Which of these is predominant in children, and how is it liable to be abused? How does Imagination aid moral instruction?

III. Define Abstraction. Briefly indicate the main stages of development of this form of mental activity from its first beginnings, showing how its development may be aided or retarded by the

concurrent development of other forms of mental life. How does *Conception* differ from *Construction*?

IV. It is often said that children have a natural aversion for generalities. Discuss the justice of this remark, pointing out the conditions of success in teaching a generality.

V. What are the characteristics of a good judgment? Mention the factors that enter into the formation of children's judgments, and explain the attitude of the teacher towards each.

VI. Explain and illustrate what is meant by the *Logical Sequence* of subjects as distinguished from their *Psychological Sequence*. Discuss their respective places in a rational scheme of Education.

Part B.

VII. Show why a study of the Feelings and their Manifestations is essential to the teacher. What are the characteristics of children's feelings? Which of them are of special value to the teacher as aiding moral discipline, and how?

VIII. 1. By the Law of Accommodation, what is at first a pain may become eventually a pleasure. Illustrate this Law, and show that it runs through the processes of Education in general. 2. Explain why "In the matter of the passions it is emphatically true that prevention is better than cure."

IX. 1. Briefly point out how you will regulate the emotion of Fear in children so as to make it a wholesome and effective motive force in Education. 2. Show how you will repress the destructive elements in Anger so as to make it merely a weapon of self-defence. Analyse "the bully." How will you proceed to reform him?

X. Is conscience innate or acquired? Will the advocacy of either view affect pedagogic practice? On the view that it is acquired, how will you trace its development from its first beginnings to maturity?

TUESDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF EDUCATION (1).

I. In what circumstances were the colleges of Eton and Winchester founded and what was their original constitution?

II. Describe the method of teaching a dead language set forth by Ascham in his "Scholemaster." How do his works illustrate the merits and the deficiencies of the conception of education introduced by the Renaissance?

III. What are the relative positions of Ratich and Comenius in the History of Education? Summarise the doctrines of the latter and say how far his work influenced educational practice.

IV. "Rousseau's method is fitter for forming savages than men. It is almost wholly negative." Develop these ideas.

V. State clearly and concisely what there is of both new and valuable in Pestalozzianism.

VI. Sketch the history of elementary education in England from 1834.

VII. State and discuss Herbert Spencer's 'discipline by natural consequences.'

VIII. Describe the organisation of higher and secondary education in Germany. How far does that of India resemble it?

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

HISTORY OF EDUCATION (2).

I. Discuss the position of Charlemagne in the history of the Mediæval Universities.

II. "In his (Abelard's) popularity and in his reverses, in the criticisms of John of Salisbury on his method, and the protest of St. Bernard against his teaching, we read, as in a pattern specimen, what a University professes in its essence, and what it needs for its integrity." (1) What is the University principle in its essence, and how far does Abelard's career illustrate it? (2) Describe briefly what popularity he enjoyed, and specify the reverses he suffered. (3) What were the criticisms of John of Salisbury on his method? (4) What was the protest of St. Bernard against his teaching?

III. What are the general causes that contributed to the rise of the Universities? Explain the early attitude of the Church towards the movement and show what motives induced the then kings and emperors to patronise it.

IV. What is the principle underlying the method of the Scholastic Philosophy which Abelard initiated? Illustrate the range of its influence. What are its defects, and how far can the circumstances of the Age be pleaded in its justification? Explain clearly the attitude of Roger Bacon towards the method.

V. 1. Contrast the Universities of Paris and Bologna as regards organisation and conception of learning. Mention three important Universities modelled after each. 2. By what peculiar circumstances of the Middle Ages were the Universities enabled to exercise influence over the whole of Europe? Illustrate what influence the University of Paris exercised in matters of religion.

VI. Sketch briefly the history of the relations between the *University* of Oxford and the *Town* of Oxford.

VII. 1. Mention the more important works of Abelard which influenced the course of Mediæval thought. What was his doctrine of Universals? 2. Point out the general aspects of the German Mediæval Universities. 3. What gave rise to the system of *College* instruction?

VIII. Estimate as accurately as you can the value of the contribution made by the Mediæval Universities towards advancing the culture of Europe and promoting its literature.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

METHODS OF TEACHING AND SCHOOL MANAGEMENT (1).

I. (1) What material do you think best for floors in Indian Schools and why? (2) In an ideal class room what should be the position of doors and windows with regard to the teacher and the pupils and why? What grouping of seats and desks facilitates proper lighting? (3) It is proposed to build a high school on a level piece of ground measuring 150 yds. by 180 yds. One of the longer sides faces the Bay of Bengal and one of the shorter ones gives on a road south of which is a town of 20,000 inhabitants. On the other two sides is open country. Draw a plan showing where and how you would place the main building (100 ft. \times 90 ft.) of the school, the latrine, and the gymnastic apparatus. Write any explanatory notes you think desirable.

II. Why ought schools to have museums? If you were appointed to a school without a museum and with very limited command of money, what steps would you take to form one?

III. A school contains all the secondary classes (Forms I—VI). Half the pupils have Tamil and half Telugu as their mother tongue. Sanskrit, Tamil, and Telugu are each studied by one-third of the pupils as their "Second Language." The following are the qualifications of the staff.

| | |
|------------------------------|---|
| Headmaster, | B.A. (Physical Science), L.T., Sanskrit. |
| 1st Assistant, | B.A. (History), L.T., Tamil. |
| 2nd ,, | B.A. (Mathematics), untrained, Telugu. |
| 3rd ,, | Matriculate, approved service of 20 years, Tamil. |
| 4th ,, | B.A. (Moral Science), untrained, Tamil. |
| 5th ,, | F.A., untrained, Tamil. |
| 6th ,, | Matriculate certificated, Tamil. |
| Sanskrit and Telugu Pundits. | |

Show in a tabular form what work you would assign to each member of the staff, under the heads: Subject, Form, Hours per week. Each form is to be provided with 25 hours teaching a week, but where you assign the bulk of the work of a form to one teacher so many hours "class work" may be entered, subjects not being specified.

IV. The boys in Secondary Schools in the Madras Presidency in 1900-1901 were distributed as under among the forms:

| | |
|----------|------------|
| VI. 6527 | III. 10604 |
| V. 4612 | II. 11251 |
| IV. 6268 | I. 13684 |

How would you account for the comparative weakness of the fifth form? The adoption of what measures would be likely to make the distribution of pupils among the Upper Secondary more like that among the Lower Secondary forms?

V. What registers must, to secure recognition, be kept in a High School in this Presidency? What *other* records should be systematically kept in a school and why?

VI. Explain clearly how joining in outdoor games may be expected to influence the characters of pupils. What good and what bad consequences may be expected to follow the establishment of inter-school contests in games and athletics for cups or trophies?

VII. By what practicable expedients may a teacher keep himself in touch with the parents of his pupils and enlist their active co-operation in the work of the school?

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

METHODS OF TEACHING AND SCHOOL MANAGEMENT (2).

I. What place should word-building have in the teaching of English? Would not writing words to dictation or spelling them orally do equally well? Give reasons for your answer.

II. An ordinary slate is placed before a boy and he is told to state all he can find out about it. What things would you expect him to tell you if he has had his powers of observation properly developed?

III. Suppose a large number of boys in a High School write a bad hand. What suggestions would you make for improving their handwriting?

IV. Write full notes of a lesson for teaching boys the correct use of the Present-perfect and Past-perfect tenses in English.

V. Explain clearly the method you would follow in teaching a class the 4th proposition of the 1st book of Euclid. What mistakes which the pupils are likely to make in proving this proposition would you guard against and how?

VI. Boys even in High School classes are often unable to say which of two given fractions such as $\frac{3}{4}$ and $\frac{5}{8}$ is greater and why. State clearly how you would make them understand this.

VII. Write full notes of a lesson on latitude and longitude and their uses.

FIRST EXAMINATION IN LAW, 1902.

MONDAY, 8TH DECEMBER, 10 A.M. TO 1 P.M.

JURISPRUDENCE.

I. Distinguish between Sovereignty *de jure* and *de facto*. Give Austin's views regarding Sovereignty and some illustrations of their unsoundness. Where is Sovereignty in International relations?

II. State the theories of compulsion and contract regarding political obedience, and show that they are "alike incomplete and because incomplete misleading." What is the modern view regarding the basis on which a State is built?

III. Briefly sketch the history of the theory of Law of Nature in modern times. State its relation to the Law of England and also its influence on the rise of International Law.

IV. Give the various sources of Law. What according to Austin are the "supposed sources of Law"? Discuss the propriety or otherwise of including Interpretation amongst the sources of Law.

V. Explain "The most general category of law is duty." Define and criticize the division of duties into absolute and relative. Give examples.

VI. Enumerate the various conceptions which contributed to the notion of a primitive Will under the Roman Law and show that whatever of testamentary power exists at the present day has been adopted from the Roman Jurisprudence.

VII. What sort of *ownership* prevailed in Archaic societies? Compare the Indian village community with the Roman Gens. What is *possession* according to the Roman Law? How does it differ from what is understood as such by modern Jurists?

VIII. What was the earliest conception of crime? How is it consistent with the theory that "Criminal Law is the modern equivalent of the Law of Revenge." Was there any Criminal Law in early societies? Give reasons.

IX. Trace the development of the modern from the early notions of Contract. What is the influence of the Roman Law of Contracts on Feudalism?

X. Write short notes on the following:—*Jura in re aliena*; *Jus ad rem*; *Res extra commercium*; Legal fictions; Presumptions of law.

MONDAY, 8TH DECEMBER, 2 TO 5 P.M.

ROMAN LAW.

I. Give an account of the codification of the Law in Justinian's reign. What Codes had been enacted prior to that period?

II. "The *Jus privatum* is composed of three elements, and consists of precepts belonging to the *Jus naturale*, to the *Jus gentium*, and to the *Jus civile*," says Justinian. Explain clearly the meaning of these terms, and criticise this threefold division.

III. What were the essentials of a valid marriage under the Roman Law at Justinian's time?

IV. What were the various modes of acquiring property under Roman Law? Briefly explain the nature of each, and what could be transferred thereby.

V. What were the essentials of the *testamentum tripartitum*, and why was it so called?

VI. Explain the nature of Legacies and Trusts, under Roman Law, and give the provisions of the *Lex Falcidia* as regards the former, and of the *Senatus consulta Trebellianum*, and *Pegasianum* as regards the latter, showing the object of the Legislation in each case.

VII. Give the classification of contracts adopted in the Institutes, explaining briefly the nature of each.

VIII. Write short notes on the following terms : - *Manus, Capitis Diminutio, Tutor Legitimus, Obligatio*, and *Leonina Societas*.

IX. What were the *Obligaciones ex delicto*, and *quasi ex delicto* respectively? What was the probable reason for the distinction made in the penalties for manifest and non-manifest Theft respectively?

X. Give a brief sketch of the history of the *Comitia*, or Legislative Assemblies of Rome.

TUESDAY, 9TH DECEMBER, 10 A.M. TO 1 P.M.

LAW OF CONTRACTS, INCLUDING NEGOTIABLE
INSTRUMENTS, I.

I. Define the following terms :—(1) Consideration. (2) Coercion. (3) Promise. Point out the difference (if any) between the English and Indian Law as to what constitutes them.

II. Distinguish between fraud and misrepresentation.

III. Define a bailment and state to what extent the bailee is responsible for the property bailed to him. A, the plaintiff, entrusted certain goods to B, the defendant, who was a common carrier plying for hire, for conveyance from one place to another. Owing to an accidental fire, the cause of which could not be traced, the goods of A and also other goods belonging to B were totally destroyed. A sued B for the return of his goods or their value but failed to prove that B or his servants had been in any way negligent. How should this case be decided? Give reasons for your decision.

IV. On a sale of 1000 bags of gram by sample on 1st March 1900 the defendant takes delivery of 100 bags on 1st March, and subsequently takes two further deliveries of 100 bags each on 1st April and 1st May respectively and pays the value of the first two deliveries in June, but subsequently refuses to take delivery of the remaining 700 bags, alleging that the gram delivered at the 2nd delivery, viz. on 1st April, was not up to sample. The plaintiff thereupon sells the remaining 700 bags by auction after due notice at a loss of Rs. 200, and claims as damages Rs. 200, the difference between the contract rate and the amount realised by the auction sale. It is proved at the trial that the sale was by sample and that the gram delivered at the second delivery, viz. on April 1st, was not up to sample. How should this case be decided?

V. A man contracts to do a thing which at the time of performance is impossible. Is he liable to perform his contract under any and what circumstances? Discuss fully the following case :—A B purchased from C 10 tickets to view the Coronation Procession on June 26th, 1902 at 5 pounds each. At the time of the sale of the tickets the seats had not been erected. The receipt for the sum paid (£25) described the seats as "seats to view the Coronation Procession." Owing to the illness of the King, the Coronation Procession

did not take place, but the seats had been erected. Plaintiff sued defendant to recover the £25 he had paid.

VI. Under what circumstances is an agreement entered into by a minor enforceable against him?

VII. Discuss the following cases and decide them :—1. An infant, in consideration of being employed as a servant by a certain firm for the purpose of selling and delivering certain goods at the houses of the firm's customers, contracted in writing with the firm that he was to receive a certain salary whilst employed by the firm and that if he left their employment, he would not compete with them in the same sort of business within a radius of 3 miles for a term of 2 years from the date of his leaving their service. Shortly after he attained majority he left their service of his own free will and started a rival business within the prescribed area within the space of two years. The firm brought an action against him for damages and for an injunction to restrain him from breaking his contract. 2. Some shares in a certain Company which were not fully paid up were assigned to the defendant, A, an infant. Some months after A attained majority the Company went into liquidation and the liquidator appointed by the Court sued A for the calls due upon the shares. Is A liable?

VIII. What remedies are open at Law and in Equity to a man who finds that he is a party to an agreement which is void owing to mistake?

IX. What is meant by the Prerogative writ of Mandamus? To what classes of cases is it applicable? Is there any similar procedure in India, and how is the remedy restricted?

TUESDAY, 9TH DECEMBER, 2 TO 5 P.M.

LAW OF CONTRACTS, INCLUDING NEGOTIABLE INSTRUMENTS, II.

I. Define the terms "Agency" and "Partnership," and show how they are related to each other.

II. Explain the following :— "Implied Agency;" "Gratuitous Agency;" "Factor;" "Broker;" "Commission Agent."

III. What restrictions are imposed on the power of a principal to terminate the Agency at any time?

IV. A, the agent of B, buys a hundred bags of rice from C in his own name and without disclosing that he is really acting for B. B demands delivery of the rice from C on tendering him the price agreed on by A and C. C refuses to deliver the rice to B. What are the respective rights of the parties?

V. A and B, partners in trade, agree to dissolve the partnership, and execute a deed for that purpose declaring the partnership dissolved as from January 1st. They do not however discontinue the business of the Firm, or give notice of the dissolution. On February 1st A indorses a bill in the partnership name to C, who is

not aware of the dissolution. Is the Firm liable on the bill? Give reasons.

VI. Define "Bill of Exchange" and "Promissory Note," and give an example in proper form of each. Compare the former with the latter, and with a "Cheque."

VII. A, being indebted to his Bankers, gets a cheque on another Bank from his friend B, for the purpose of reducing his indebtedness, pays in the cheque, the amount of which is credited to A. B stops the cheque. Can A's Bankers recover the amount from B? Give reasons.

VIII. Explain the nature and legal effect on the various parties concerned of a "crossed cheque."

IX. Define "Negotiation," and explain how it is effected, and how it differs from other modes of transfer.

X. What are the duties of an agent in respect of his principal which arise from the fiduciary character of his relationship to him?

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

THE LAW OF TORTS.

I. Explain briefly (1) *Judicial acts*; (2) *Authorising a nuisance*; (3) *Leave and License*; (4) *Damage is the gist of the action*; (5) *Concurrent but several causes of action*; (6) *Franchise*; (7) *Conversion*; and (8) *Ancient lights*.

II. 1. Speaking of the classification of Torts, Pollock says, "we are now independent of forms of action." Explain. 2. "Whoever takes on himself to exercise a craft must be reasonably skilled at his peril." State the exception, if any, to this rule. 3. "There is no contribution among wrongdoers." Discuss the principle, with reference to decided cases in India and in England.

III. In what cases is one person held liable for another's wrong? How far is a guardian liable for a minor's wrong? How far is the minor himself liable?

IV. What is meant by remedial *self-help*? How do you distinguish it from self-defence? In what case, and within what limits, can the remedy of *self-help* be availed of?

V. 1. How far can *truth* be pleaded to justify a libel? 2. Is a mere repetition of a libel actionable? 3. Discuss the nature and extent of the privilege attaching to the publication of a report of a libellous utterance.

VI. What should the plaintiff allege and prove in the following cases?—actions for (a) deceit, (b) waste, and (c) private nuisance.

VII. 1. In what cases will *negligence* be presumed against a wrongdoer? 2. Explain with reference to decided cases the principle underlying the doctrine of contributory negligence.

VIII. Discuss the nature and extent of the liability of (a) the owner of vicious animals, (b) the vendor of poisonous drugs, and (c) the sender of explosives and other dangerous goods through common carriers.

IX. Are the following actionable? Give reasons. 1. A falsely and maliciously says that B, the District Munsiff, decided his case wrongly because he (the District Munsiff) did not understand the law upon the subject. 2. A tells the police that he suspects B to be the person who committed the burglary in his house. 3. A wantonly and maliciously omits all honorific titles to which B is entitled in describing the latter in a suit brought against him.

X. What was decided in the following cases? *Rylands v. Fletcher*, *Campbell v. Spottiswoode*, *Phillips v. Eyre*, *Hadley v. Barendale*, *Lumley v. Gye*.

B.L. DEGREE EXAMINATION, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.
THEORY AND LAW OF PROPERTY (1).

I. "At the root of the English law of land lies the conception of Tenure." Explain this fully.

II. What was the origin of the classification of property into Real and Personal? In what respects does that classification differ from the natural distinction between immovables and movables?

III. Explain concisely the nature of the "Rule against Perpetuities."

IV. "A manor is an aggregate of rights vested in the lord, including rights in respect of lands, and also certain rights of jurisdiction." Explain the nature of these various rights.

V. It is said that the origin of Uses was a device to evade the Statutes of Mortmain. Give a full explanation of this statement.

VI. Write short notes on *Estovers*, *Waste*, *Emblements*, *Contingent Remainders*, and *Reversion*, giving examples of each.

VII. What estates are passed by the following grants?—1. "To A with remainder to B for 21 years, with remainder to the heirs of A." 2. "To A for 21 years with remainder to B for life, with remainder to the heirs of A." 3. "To A for 10 years with remainder to the heirs of A."

VIII. What changes were made in the rules of Intestate Succession by the Inheritance Act of 1833?

IX. Define an "Easement," and explain the various terms of the definition.

X. Explain the methods whereby Easements are imposed, acquired, and transferred.

MONDAY, 12TH JANUARY, 2 TO 5 P.M.
THEORY AND LAW OF PROPERTY (2).

I. 1. What are the four kinds of common "assurances" enumerated by Blackstone and other text writers? Give an example

of each. 2. A, having contracted to sell a farm to B, lets him into possession pending the conveyance. A's title is proved to be defective. What are B's rights and liabilities under the Transfer of Property Act in respect of his occupation of the farm?

II. 1. Distinguish the different kinds of Security created by *Mortgages, Charges, and Pledges* respectively. 2. After the sale of the equity of redemption by the Mortgagor, has the Mortgagee to sue the Purchaser or the Mortgagor, for the principal and interest due on the mortgage? Give reasons. 3. On an exchange of land what would be the consequence of Ouster of one of the parties from defect of title discovered after title by prescription has been acquired?

III. Write explanatory notes on the following:—(a) Actionable claim, (b) Executory interest, (c) Power appendant, (d) Restrictive Covenant, (e) *Fivum Vadium*.

IV. 1. A makes a usufructuary mortgage of his lands in favour of B and then dies intestate and without heirs. Who is entitled to the equity of redemption of the mortgaged lands? 2. An estate is mortgaged to A in 1900 for Rs. 5,000 and then to B for Rs. 3,500. A sells his interest in the estate to C, a stranger, for Rs. 3,000. Is C entitled as against B to the whole debt of Rs. 5,000 or only to the Rs. 3,000 he paid A? 3. A mortgaged certain lands to B, but kept the title deeds himself. He then mortgaged the same to C handing over the documents of title at the same time. B now sues on his prior mortgage, joining A and C as defendants. To what relief is he entitled? Give reasons.

V. 1. What is meant by *tacking* a mortgage? In what respect does the Law in England differ from the Law in this country in regard to this matter? Illustrate your answer by suitable examples. 2. A mortgaged *Blackacre* to B for Rs. 10,000 and afterwards mortgaged *Whiteacre* to B for Rs. 5,000. Owing to the encroachment of the sea, the market value of *Blackacre* falls to Rs. 4,000 only, while *Whiteacre* is worth Rs. 15,000. A wishes to redeem *Whiteacre* alone, while B contends that both lands should be redeemed together. Discuss the rights of the parties.

VI. 1. A takes an agricultural lease of certain lands from B for a term of seven years at an annual rent of Rs 60. A year after the date of the lease, the land is submerged by a flood and remains in that condition for the rest of the term. Is A bound to pay any rent? Discuss clearly the principles involved. 2. What difference is there between the liabilities of (a) a lessee, (b) the lessee's assignee, (c) the lessee's executor in regard to breaches of covenants.

VII. A's general agent B purchased in his own name an actionable claim at a Court auction. At the time of purchase B had no knowledge of the market value of the claim but having discovered the next day that the purchase was very profitable, he assigned his right to realise the claim by means of registered deed, to C, the Sheristadar of the Court, at a price considerably above B's bid. C had no notice of the agency. B now sues C for the purchase money

and A seeks to obtain the transfer of the claim in his own name. Discuss the rights of the various parties.

VIII. 1. Distinguish an easement from (a) a license, (b) a profit *à prendre*, (c) a right *ex jure nature*. 2. Under what circumstances does there arise a way of necessity? How is it limited and by whom is it to be selected when more than one way is available? 3. Discuss clearly what was decided in the leading case of *Dalton v. Angus*. 4. State in outline, the right of a landowner as to (a) Water in a spring or well. (b) Surface water. (c) Water in a defined stream.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

HINDU AND MUHAMMADAN LAW.

I. Write short notes on the following:—Jainini's Rule; Saptapathi; Kritrima Adoption; Marumakkatayam Law: Succession per stirpes; Remote Reversioner; The Mithila school of Law: and Law of Personal status.

II. 1. What is the rule with regard to the authority of the relations of a girl to give her in marriage? 2. Does the conversion of the girl to a different religion affect such authority? A Hindu girl while a minor was married by her father to a Eunuch. On attaining majority, she sues to have it declared that the marriage is not binding on her. Is she entitled to the relief?

III. 1. Can a minor take a boy in adoption? Give reasons. 2. What are the rights of a boy adopted by a leper? 3. Discuss the principle of *Factum Valet* as applied to adoptions. 4. What is Illatom? How does it differ from adoption?

IV. 1. State succinctly the law regarding the partibility or otherwise of *gains of science* among members of an undivided Hindu family. 2. (a) The grandfather made a gift of his property to the father undivided from his son. (b) The father who is undivided obtained lands on Dharkast. Can the son claim a share in the above?

V. 1. What according to Mayne are the sources of liability of one person to pay the debts of another? 2. Discuss the validity or otherwise of the alienation by one member of a joint Hindu family of his share in the ancestral property.

VI. 1. How far and to what extent is a direction in a will for the accumulation of income valid? 2. If a will is invalid, to whom does the property go under the Hindu Law? 3. What was decided in the Pittapur case?

VII. 1. How far is a father-in-law bound to maintain his daughter-in-law? 2. What is the law with regard to reunion after a division among the members of a Hindu family? 3. Is a sister heir to her brother under the Hindu Law? What is her position in the order of succession?

VIII. Who are "distant kindred" according to Muhammadan Law? Compare their position with Residuaries. How many classes of "distant kindred" are there in Muhammadan Law?

IX. 1. In what cases does an increase of share occur under Muhammadan Law? 2. What is meant by the *Return*?

- X. 1. Can a wife make a will under the Muhammadan Law?
 2. Who can be legatees? (3) How far is the position of a Muhammadan mother as guardian affected by her re-marriage?

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

THE LAW OF EVIDENCE.

I. Explain and illustrate the rule "*Res inter alios acta alteri nocere non potest.*" State the exceptions, if any, to the rule and show why "its application to the law of Evidence is obscure."

II. Distinguish between (a) presumption and estoppel, (b) presumption of law and fiction of law. State the several kinds of presumptions laid down in the Indian Evidence Act and give three instances of each from the Act.

III. 1. A drew a bill upon B payable to a fictitious payee or order and indorsed it in the name of such payee, which B accepted. In an action by an innocent indorsee for valuable consideration, against B evidence is sought to be adduced regarding other bills drawn by A on B, payable to fictitious persons and accepted by B. It is admitted that none of these bills have any efficient relation to the bill on which the action is laid. 2. A is charged with uttering a forged bank-note and evidence is sought to be let in that the accused had uttered similar forged notes. State, with reasons, if the evidence is admissible in the above cases.

IV. What are the provisions of the English law and under the Indian Evidence Act regarding the admissibility of extra-judicial confessions against the persons making them? Can such confessions be ever used against third persons, and if so, subject to what conditions?

V. When is a dying declaration evidence? Note the difference, if any, between the English and Indian laws on the subject.

VI. 1. A deed of transfer of immovable property which on the face of it purports to be a sale, was executed by A in favor of B. It is recited therein that the consideration for the transfer was paid at the date of the execution of the deed. In a suit by B against A, the latter adduces oral evidence to show (a) that the transaction is really a mortgage and not a sale, (b) that the recital in the deed that consideration was paid is false. State, with reasons, if such evidence is admissible. 2. How, if at all, would your answer vary if the same evidence is sought to be adduced by C, a creditor of A in an action brought by the former against both A and B to show (a) that the transaction is a sham as no consideration passed, (b) that if true the deed evidences only a mortgage and not a sale? 3. Is such oral evidence admissible in an action between third parties X and Y—assuming that it is otherwise relevant to the enquiry between them? Give reasons for your answers.

VII. When and under what conditions are Judgments not *inter parties* relevant? Discuss this question fully.

VIII. How far and for what purposes may evidence as to character be adduced in *Civil* cases in England and in India?

IX. Classify under distinctive heads, evidence held inadmissible under the law on grounds of public policy. Refer briefly to the corresponding provisions, if any, of the Indian Evidence Act.

X. Write short notes on the following:—Public documents; latent ambiguity; leading question; *res gestæ*; *corpus delicti*; *lis mota*; *Slatterie v. Pooley*; *Higham v. Ridgway*.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

CRIMINAL LAW.

I. Define "Servant of the Queen," "document," "valuable security," "illegal," "robbery," "coin."

II. Give the aggravated forms of the following offences:—(a) Assault, (b) Theft, (c) Receiving stolen property, (d) Wrongful confinement, (e) Giving false evidence.

III. What are the limitations placed by the Penal Code upon the exercise of the right of private defence?

Discuss and decide the following case:—A wakes up in the middle of the night, being aroused by a noise, and sees B in his room. A jumps up and seizes a revolver. B snatches up A's watch and runs away with it, but as he crosses the compound he drops the watch and A not knowing this, fires and kills him. A is prosecuted for murder. Is A guilty of any and what offence?

IV. Give instances when (a) the motive, and (b) the intention, of a person who does an act is material in deciding whether that act amounts to an offence or not. How far if at all is the maxim "*Actus non facit reum nisi mens sit rea*" applicable to offences under the Penal Code?

V. What are the limitations laid down with regard to the power of the Court to inflict a punishment of fine (a) either as the sole punishment, or (b) in conjunction with some other punishment, and what is the scale of imprisonment which may be awarded in default of payment?

VI. A and B, who are brothers, and C, who is no relation, are convicted of conspiring to wage war against the King-Emperor. A is sentenced to death (subsequently commuted to 20 years transportation) and forfeiture of property. B is sentenced to transportation for 15 years and a fine of Rs. 10,000. C is sentenced to transportation for 10 years and a fine of Rs. 5,000, which is not realised and C suffers the full further terms in default. Before the sentences of A and B expire, X, a relation of their's, leaves to each of them by will Rs. 10,000 for the purpose of giving them a fresh start in life after their release. A is released in due course. B dies before the expiry of his sentence, leaving as his heir his only son K. After C is released, the Government discover certain property belonging to C which had been successfully secreted during the term of his sentence. What are the rights of A, K, C, and the Government respectively to the property in each case? Give reasons for your answer.

VII. Discuss the following case :—

A had an unloaded gun in his house. During A's absence B loaded it, intending to fire it off, but did not do so and replaced it in its usual place. A not knowing it had been loaded carelessly pointed it at X. The gun went off and killed X. Are A or B or either of them criminally responsible, if so for what offence? Give reasons for your answer.

VIII. Under what circumstances, if at all, will (a) Insanity, (b) Intoxication, (c) Contributory negligence, afford a valid defence?

IX. In what cases is a breach of contract made an offence under the Penal Code?

X. Distinguish between theft and criminal breach of trust.

Discuss the following :—Shortly after the fire at the Madras Fair in 1886 A, a grass cutter found in the Peoples Park lying hidden in the grass near the scene of the fire a gold jewel. She sold the jewel to B for Rs. 3, thinking that if she gave it to the police they would never find the real owners and that they would never return it to her. Have A or B committed any and if so what offence?

WEDNESDAY, 14TH JANUARY, 2 TO 4 P.M.

INDIAN CONSTITUTIONAL LAW.

I. "The Indian High Courts Act of 1861 closed the series of Constitutional Statutes consequent on the transfer of the Government of India to the Crown."—Enumerate these statutes, giving briefly their objects, and sketch a brief summary of the more important constitutional provisions of the first of these statutes.

II. Give a brief historical account of the origin and growth of the Judicial functions of the Privy Council and sketch a short summary of the law relating to the right to appeals to the Privy Council from the judgments of the Courts in India in Civil and Criminal cases.

III. Give a brief historical account of the constitution and powers of the Municipal Corporation of Madras as originally established.

IV. What questions of Constitutional importance arose for decision in the cases of (a) *In the matter of Ameer Khan*, (b) *The Nabob of the Carnatic v. The East India Company*, (c) *Mayor of Lyons v. East India Company*, (d) *Collector of Sea Customs v. Panniar Chittrambaram*, and how were they decided?

V. Name the earliest Courts established in the Madras Presidency under British rule and give an account of their jurisdiction.

VI. Give a general sketch of the history of the Provincial Criminal Courts in the Madras Presidency from 1802 down to 1872.

VII. Write short notes on

- (1) Scheduled Districts.
- (2) A Court of Oyer and Terminer.
- (3) Petty Sessions.
- (4) Court of Requests.
- (5) Non-regulation province.

- M.L.-DEGREE EXAMINATION, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF CONTRACTS (IN GENERAL).

I. Illustrate, from decided cases, the principle that until acceptance, no obligation arises.

II. Parties to an agreement agree further that the terms of their agreement shall be reduced into a formal writing. Discuss the effect of this latter agreement.

III. Discuss the question as to whether agreements made by minors are, under Indian Law, void or voidable.

IV. Compare the English and Indian Law as to agreements in restraint of trade.

V. How would you decide the following cases, and for what reasons, on the question of damages? (1) A contracted to sell and deliver to B "from 2000 to 4000 tons of coal." A failed to deliver any coal. B sued A for damages for non-delivery of 4000 tons. (2) A sued B for damages for non-delivery of coal contracted to be delivered to A between January and May 1900 in pursuance of a contract between the parties entered into on October 21st, 1899. There was no coal in the market of the particular description during the period covered by the contract, during which time A had entered into various contracts for the supply to customers of coal of the description in question at certain rates. (3) A, a tailor, delivered a sewing machine and some cloth to a railway company to be despatched to Y where a large fair was to be held. The railway company through carelessness sent the articles to Z, and they did not reach Y until after the fair was over. A sued the company for damages on account of his estimated profits, the travelling expenses of himself and his assistant to Y, and their expenses for food and lodging while at Y.

VI. Explain, with illustrations, why when it is sought to enforce contractual obligations by Injunction the Court must be guided by the rules and provisions contained in Chapter II of the Specific Relief Act.

VII. What, if any, are the exceptions to the rule that a contract will not be specifically enforced in part?

VIII. How far, if at all, will silence on the part of a party to a contract as to a material fact afford a defence to specific performance of the contract.

IX. A contracted to do specified work for B for Rs. 1,000. (a) A performs half the work and then abandons it. (b) A completes the work but in a manner different to (though better than) the manner agreed upon. Can A in either case recover the price for the work performed from B? Give reasons.

X. A agreed to sell goods on credit to B for a certain period,

the goods being delivered by instalments. During the period B assigned his interest in the contract to C. Is the assignment to C valid? Give reasons.

MONDAY, 12TH JANUARY, 2 TO 5 P.M.

BAILMENTS, CARRIERS, SURETYSHIP
AND GUARANTEE.

(Give reasons for your answers.)

I. State shortly the liability of an innkeeper with respect to the goods of his guest. A stayed at an hotel in Madras, and in his bedroom was a notice that the proprietor of the hotel would not be liable for the loss of valuables not deposited with him for safe custody. A placed his watch on a table in his room and left his door open; the watch was stolen in the night. Has A any remedy?

II. Compare, and state the principles on which you would decide, the following cases :—1. A deposited his carriage with B for safe keeping, and it was damaged by the fall of the shed in which it was placed. The shed had been erected by D, a builder, under contract with B, and its fall was due to the want of proper care and skill in its erection. 2. A hired a carriage from B for a year. A's coachman drove the carriage, for his own purposes, in another direction to that ordered by his master, and whilst so doing damaged the carriage by negligent driving.

III. In what cases, if at all, can a bailee set up the right of a third person to goods bailed, as against the bailor? A, the owner of goods in B's warehouse, was induced by the fraud of C to instruct B to hold them to C's order. C sold the goods to D, who obtained a statement from B that he held the goods to D's order. On discovery of the fraud, B on A's instructions refused to deliver the goods to D. Has D any and what remedy?

IV. A was carrier of goods under a contract with the owner exempting A from all liability for loss or damage to the goods, which were lost through a collision with the ship of C, caused by the negligence of the latter. Can A maintain a suit against C for the loss; and, if so, what is the measure of damages?

V. 1. What was the effect under the Common Law of a general notice by a carrier limiting his liability? 2 A delivered a bullock to the railway company at Madras to be carried to N. The animal was placed in a truck of the usual kind, but during the journey escaped and was killed. Advise the company whether they have any defence to an action by A for damages, and what evidence they should adduce in support thereof.

VI. A, on his appointment as agent of B, procured two persons, C and D, to execute a guarantee for the due accounting of all monies received by him, which was drawn up so as to limit the liability of each surety to Rs. 500. After C had signed the guarantee, D also executed it, but added to his signature "liable for Rs. 100 only." B

now sued C and D jointly for Rs. 500, due to him by A. What are the rights of the several parties ?

VII. What is a 'continuing guarantee,' and how is it determinable ? 1. A, in consideration of the appointment of B as manager of a business for a term of seven years, gave a guarantee to C for the due performance of his duties by B, who subsequently became insolvent. Advise A as to his position. 2. A, upon the grant of letters of administration of the estate of a deceased person to B, entered into a bond with the district judge as surety for B, who has since committed, and threatens to continue, acts of maladministration. Has A any and what remedy ?

VIII. Examine, and state the principles applicable to the following case :—A gave to B a guarantee for the dealings of C, as agent for B. The agreement between B and C was for C to render monthly accounts ; but A was not aware of, and did not make any inquiry as to, the terms of B's employment. Subsequently, it was arranged between B and C that half-yearly accounts should be rendered. C now seeks to make A liable for a balance due from B on his last half-yearly account.

IX. In a contract of carriage, who is liable for the freight as between the carrier and the consignor or consignee ? A delivered a machine to B, to be returned to the owner C, from whom A had hired it on the terms that A should pay carriage both ways. The consignment note described C as consignee and stated that the consignee was to pay carriage when demanded by B. Advise B as to his remedy, if any.

X. State shortly the means by which a pledge of goods may be determined ; and examine the following case :—A obtained an advance from B on deposit of a bill of lading for goods then at sea. On arrival of the goods, B handed the bill of lading to A, under an agreement that A should sell the goods and pay the proceeds to B in satisfaction of the debt. A sold the goods to C, under a previous contract for sale of goods of the same description, and became insolvent before receipt of the price, which is now claimed by the official assignee.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF AGENCY, PARTNERSHIP AND COMPANIES.

I. Agency has been said to be a "form of employment." Explain this, and define Agency, and show the nature of its connection with a Partnership and a Company.

II. Explain how a gratuitous Agency is a valid Agency, having regard to the rules of the Indian Contract Act as to the formation of Contracts.

III. Enumerate the different kinds of "General Agents", and give their rights and duties respectively.

IV. Explain the doctrine of Ratification, showing the principle on which it is based. A, who is not B's Agent and has no authority

to act for him, buys goods from C in his own name, but in reality he intends to buy them on behalf of B, though he does not assume the character of an Agent in his dealings with C. Can B afterwards ratify A's act and claim the goods from C? Give your reasons.

V. "An authority coupled with an interest is irrevocable." Explain clearly the meaning of this rule, showing the nature of the interest and how it arises. Consider these cases: 1. A consigns goods to a factor to sell at a certain price, the latter to be remunerated by a commission. Before sale A suddenly revokes his instructions. 2. A consigns goods to a factor to sell at a certain price. The factor advances a sum of money to A, in consideration of A allowing him to sell at the market price, and to retain his advances from the sale proceeds. A subsequently revokes the authority. 3. A consigns goods to a factor to sell at a certain price. The factor advances certain moneys to A on the security of the goods. A revokes his order to sell and does not repay the advances.

VI. What are the essential elements in Partnership? Define it accordingly. Criticise, if you can, the definition given in Section 239 of the Indian Contract Act.

VII. What is a Quasi Partnership and how does such arise? Distinguish between such relationship and that of creditor and debtor, and that of a dormant partner.

VIII. Show that the Law of British India does not permit a "Limited Partnership," save in the case of Infant partners.

IX. More than twenty persons took part in a lottery. The prize winners agreed with the promoters of the lottery to continue their subscriptions in respect of the successful ticket for two more years in accordance with the arrangement under which the lottery was established. The money not having been paid, the promoters sued on the covenant. The prize winners pleaded in defence that there had been no registration of the concern under section 4 of the Indian Companies Act, and that therefore the suit did not lie. What would be your decision of this case and on what reasons would it be based?

X. A served a Limited Company as a broker by getting shares therein subscribed for, under the tacit understanding that he should get the usual broker's commission. He was given two shares as remuneration for his services, though the account of his commission as broker had not then been settled. The company was wound up and the Liquidators placed his name among the contributories for the value of the two shares. A applied to have his name removed from the list. How would you decide this case and for what reasons?

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

LAW OF DOMESTIC RELATIONS.

I. Under English law at the present day such rights as a wife has in her husband's property only arise on the death of her

husband intestate. What are these rights and how may the wife be debarred therefrom in her husband's lifetime?

II. "The authority of a wife to bind her husband by her contracts is simply a branch of the law of Principal and Agent." Explain this, showing how she derives her authority (a) when she and her husband are living together; (b) when they are living apart.

III. A forbids his wife B to pledge his credit. B buys goods on account of A from C, a tradesman, as she had been accustomed to do, and from D, a tradesman with whom she had not formerly dealt. C and D sue A for the value of the goods supplied. Can they recover? Give reasons.

IV. "The contract of marriage has as its sequent the resulting status—matrimony." What are the essentials of a valid marriage under the Hindu and Muhammadan Law respectively, and how can the status of matrimony be changed under those systems of Law, and under the Christian Law?

V. Consider the following case:—A and B, Hindus, married. B, the wife, subsequently deserted A, and lived with another man C. A and B subsequently become converted to Christianity, and A sued for a divorce from B by reason of her adultery with C.

VI. 1. A commits an assault on B, the servant of C. 2. B, the servant of C, is travelling by Railway. Through the negligence of the servants of the Railway an accident occurs and B is injured and laid up in hospital for three months. 3. A negligently drove over B, the servant of C, and killed him. 4. A carelessly drove over B, a child of C, aged two and a half years, and seriously injured B. What remedy has C, if any, in each case?

VII. "The law gives no remedy to a parent for the mere seduction of his daughter however wrongfully it may have been accomplished." Explain the circumstances in which a remedy is afforded.

VIII. 1. A Brahman boy 16 years of age, having left his father's house, went to and resided in the house of a Missionary, where he embraced Christianity and was baptized. The father sued to recover possession of the son from the Missionary. 2. A and B, married under the Christian Law, had a son aged 10 years. B, the wife, changed her religion to that of Muhammadanism and claimed the custody of the child. How would you decide these two cases? Give your reasons.

IX. What persons are entitled to Maintenance under the Law prevailing in British India? A and B are married under Hindu Law. What are their respective rights to maintenance (a) when the husband, A, becomes a convert to Christianity and B the wife remains a Hindu, and (b) B becomes a convert to Christianity and A remains a Hindu?

X. Compare the legal effects of Adoption under the Hindu, Roman, and Muhammadan Law.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF TORTS.

I. In what cases, if at all, is a man justified in using his own property in such a manner as to cause an injury to another?

Examine the following cases:—1. A farmer ploughed waste land, and then left it fallow, so that weeds grew up, of which the seeds were carried by the wind on to his neighbour's land, and did damage to the crops. 2. A and B were owners of adjoining mines. A, knowing that there was a body of subterranean water above a seam of mineral in his mine, worked the seam; and the water flowed down into and flooded B's mine.

II. State shortly the extent of the duty of an owner of premises to persons lawfully entering thereon.

III. Is the infancy of a party a material fact in an action for tort, in any and what cases? A, a student under 18 years of age, hired a riding horse, and was warned by the owner not to use the horse for jumping, as it was not in fit condition, and not to ride beyond a certain distance. A rode the horse beyond the specified distance, and also jumped it; and the horse was injured. Has the owner any, and what, remedy?

IV. Discuss the question, with reference to recent decisions, whether a combination of several persons to effect a common object, which results in damage to another person, constitutes a civil injury.

V. What is the measure of damages in an action of trespass to chattels, when brought by (a) one of several co-owners; and (b) a bailee?

Examine the following case:—A lent B a horse gratuitously; and B turned it into his field after dark. The fence separating B's field from C's, which C was bound to repair, was broken; and the horse fell through the fence, and was killed.

VI. State shortly the differences, if any, between an action for libel, and an action for slander of title.

Will an action lie in the following case?—A, a trader, published an advertisement of his goods, in which he untruefully alleged his goods to be superior in quality to those of a rival trader B.

VII. Where statutory power has been given to a person to do an act, is he liable in any, and what, cases for damage thereby caused to another person?

Examine the following case:—In pursuance of powers conferred by statute, a railway company made an embankment, which prevented the flood water from running off adjoining land in the accustomed manner; and thereby caused damage to the land owners.

VIII. 1. Can one of several co-owners of a chattel maintain a suit for conversion against his co-owner, in any and what cases? 2. Is an auctioneer liable to a suit for conversion, if he sells the goods of a third party?

IX. What must be proved by the plaintiff in an action for deceit? Distinguish an action for deceit from a suit in equity for rescission of a contract for misrepresentation.

X. Under what circumstances is the remedy by injunction or that by damages, the appropriate remedy for an infringement of a right to light? Does the English differ from the Indian law in this respect?

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

LAW OF TORTS—NEGLIGENCE, NUISANCE,
LIBEL AND SLANDER.

I. Is the owner of premises liable in any and what cases for a nuisance committed upon them by the occupier? Advise C as to his remedy in the following cases:—1. A let land to B for a term of years, and authorised him to erect lime-kilns, which caused a nuisance to C. A then sold the land to D. 2. C obtained an injunction against A to restrain a nuisance caused to him by lime-kilns erected by A on his land. A subsequently sold the land to B, who continued the nuisance.

II. Is it a defence to a suit for a nuisance that it is for the public good? A municipality, which owned land adjoining a river, constructed a reservoir for the purpose of supplying water to the town, and diverted a large quantity of water from the river, so as to affect the supply of water to the riparian owners lower down the river. Have the latter any and what remedy?

III. Where the independent acts of several persons are severally innocuous, but when combined cause damage to a third party, has the latter any remedy, and as against whom? A, a manufacturer, had for some years emptied water containing a harmless chemical into a stream. B started a factory from which he emptied into the same stream water containing another chemical, which of itself would not sensibly affect the water. The combination of the two chemicals prevented C, a manufacturer lower down the stream, from using the water in his business; has he any remedy, and against whom?

IV. What is the nature and extent of the right of an owner of land to the support thereof by his neighbour's land; and how is this right affected by the erection of buildings on the land? A, by working for coal under B's land, caused a subsidence; he satisfied B's claim for damages, and thereafter ceased to work his mine. Ten years afterwards, C, an adjoining owner, began to work the coal under his land; and a further subsidence of B's land took place, which would not have happened but for the original excavation by A. What are the rights of the parties?

V. What must be proved to support a suit against a person in respect of an act which affects the personal health or comfort of his neighbour? A and B had adjoining shops. A built a stove against

the wall separating the two shops, which was well constructed and of an ordinary character, but built so near the place where B kept his goods as to damage them.

VI. A, a surveyor employed by B, gave a certificate as to the condition and value of buildings in the course of erection upon B's land by C, a builder. Owing to A's negligence, the certificate was untrue; and D was induced thereby to advance money to C, on the security of his agreement with B. Has D any remedy, if the security for the loan is insufficient?

VII. What must be proved to support an action for slander, (a) in English Law; and (b) in Indian Law?

VIII. Discuss the question whether the contributory negligence of a person, to whose care or charge another person has entrusted himself, precludes the latter from recovering for damage caused by a third person; and examine the following cases:—1. A collision occurred through the fault of two vessels X and Y, and A and B, an engineer of the ship and a passenger respectively, who were on board Y, but had nothing to do with its navigation, were injured. A and B now sue the owner of the other vessel, X. 2. A, a child of 5 years, whilst crossing the road with his father B, was injured by the negligent driving of C. The accident would not have occurred but for B's negligence.

IX. In what cases, if at all, is a person liable for his negligence, notwithstanding that the person damnified thereby was aware of the risk of damage, and ran the risk?

X. In an action for libel, in which the defendant pleads privilege for a confidential communication, is it material whether the defendant volunteered, or was applied to for, the information? Examine the following cases:—1. A, hearing that B, whom he had discharged from his service on suspicion of theft, was seeking to enter C's service, wrote to C, of his own accord, giving B a bad character. 2. At the hearing of a suit, A, the defendant's pleader, commented severely on the conduct of a witness for the plaintiff; and afterwards sent a full and fair report of the case, containing these comments, to a newspaper, in which they were published.

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

MERCANTILE LAW.

I. What are the rights of the parties upon the transfer by delivery of a bill of exchange payable to bearer? A discounted with B, a bill payable to bearer, without indorsing it. Unknown to A, the amount of the bill had been fraudulently altered by a previous holder. What are the rights of the parties?

II. What is meant by a *holder in due course* of a negotiable instrument? A, the manager of a bank, stole negotiable securities from the bank, and pledged them with B. Subsequently A obtained the securities from B by fraud, and replaced them in the bank safe. What are the rights of the bank and B?

III. In what cases, if any, will a lien be created upon the monies secured by a policy, by the payment of the premiums by a third party? A mortgaged a policy on his life to B and subsequently became bankrupt. A continued to pay the premiums, and on his death, C, his representative, claims payment of the premiums with interest, as salvage monies. Is he entitled thereto?

IV. What is the object and legal effect of the days of grace allowed by a policy for payment of the premiums? During the current year of a policy against fire effected by A with the X insurance company, the company gave A notice that they would not continue the insurance unless he paid an increased premium. A refused to do so. The premises were destroyed by fire after the expiration of the year, but within the days of grace. Has A any and what claim against the company?

V. Is there any and what distinction between a representation on which a policy is granted and a warranty contained in the policy? A policy of marine insurance contained in the margin the words "In port, 20th July, 1900." The ship sailed on the 18th July, and was lost in August. Can the assured recover the policy monies?

VI. What is a *qualified acceptance*; and what is the effect of the holder of a bill acquiescing in such an acceptance? A drew a bill on B, of Madras, for Rs. 500, for the price of goods shipped by A to B, and indorsed it to C. B accepted the bill, "subject to receipt of bills of lading" for the goods. What are the rights of the parties?

VII. Has a trader any right of property, or other interest, in the name under which he trades? Examine the following cases:—1. A company, "Thomas Glover & Sons, Limited," and John Glover, trading as "John Glover & Co." carried on similar businesses in the same town. John Glover took his sons into partnership, and changed the firm name to "John Glover & Sons;" and certain customers of the company were thereby led to believe the two businesses to be identical. 2. A, an employé of X and Co., allowed them to use his name as part of the description of the goods sold by them. He left them for another firm, who used his name on their goods.

VIII. Is it a defence to an action for infringement of a trade-mark that the mark was in use by another trader, before its adoption by the plaintiff, or that it contains misstatements? A obtained a patent for crucibles, and sold them as "Patent Plumbago Crucibles." Is it any defence to an action by A against B, for use of this description that A's patent has been declared invalid, or that its term has expired?

IX. What are the rights of the parties to an accommodation bill? 1. A bill was drawn by A, and indorsed by C, for the accommodation of B, the acceptor. B failed to pay the bill at maturity, and A was compelled to pay the amount. Advise A as to his position. 2. A drew a bill upon B, who accepted it for A's accommodation. A sent funds to B to provide for the bill, but became insolvent before maturity. What are the rights of A's assignee in insolvency, and B?

X. How is the right to a trade-mark acquired? Can an importer of goods manufactured in another country, and marked by the manufacturer with his own mark, restrain another importer from selling similar goods bearing the same mark, but made by a different manufacturer?

THURSDAY, 15TH JANUARY, 2 TO 5 P.M.

MARITIME LAW.

I. At what date is the loss under a policy of marine insurance estimated? What are the rights of the assured in the following cases? 1. A ship, insured free of American condemnation, was driven ashore by wind and damaged; and was afterwards captured by the Americans and condemned. 2. A ship was insured at and from London to Calcutta, and was damaged by striking on a reef. After the expiration of the policy she was totally destroyed by fire.

II. When is freight insurable? A ship-owner effected a policy on freight on his ship at and from Madras to London. The ship arrived at Madras on 30th November, discharged cargo until the 5th December, and was lost on 6th December, when no homeward cargo had been shipped. The master had then purchased, on account of the ship-owner, 25 tons of goods, and had contracted with a local-firm, B and Co., to ship 120 tons of goods. A and Co. had informed the master that they intended to ship 90 tons of goods, but no contract had been signed. What are the rights of the assured under his policy?

III. What is the position of a person, other than the charterer, who ships goods on board a chartered ship, and accepts bills of lading from the master? C chartered a ship from A, and put it up as a general ship. F put goods on board in ignorance of the charter. The master refused to sign bills of lading except in terms of the charter, which gave the ship-owner liens for demurrage and freight under the charter, and refused to deliver up the goods. Advise F as to his position.

IV. Can the master of a ship sue, or be sued, in respect of a bill of lading signed by him, for freight or otherwise? Goods were shipped by charterers, under a charter-party which provided for payment of freight on delivery of cargo, the master to sign bills of lading, and on completion of loading the charterers' liability to cease. The master signed bills of lading, for "freight as per charter-party," and on non-payment sued the charterers. Have they any and what defence?

V. Where the treaty of Paris does not apply, what are the rights of a captor, and the owner of a vessel or of goods, with respect to freight, in case of (a) the capture of enemy's property carried in a neutral vessel; and (b) the capture of an enemy's ship carrying the goods of a neutral?

VI. What is the effect of notice of stoppage *in transitu* given by a vendor to the owner of the ship in which the goods have been

shipped? Can the vendor of goods ratify a stoppage *in transitu* made by another person without his authority, in any and what cases?

VII. What is the "suing and labouring clause" in a policy of marine insurance; and what losses are recoverable by the assured thereunder? Examine the following cases, in which the policy contained this clause:—1. A ship, assured against total loss only, put into a port of distress; and the master incurred expenses for the purpose of refitting and bringing her to the port of destination. 2. The master of a ship incurred expenses in employing a tug to prevent the vessel from going on shore.

VIII. What is the meaning and effect of a bill of lading? What is the effect of a bill of lading given to a charterer, which contains terms differing from those of the charter-party, as between (a) the ship-owner and the charterer; and (b) the ship-owner and an indorsee of the bill of lading from the charterer?

IX. What are the rights of the captor in respect of neutral property recaptured by him from the enemy? What are the rights of the parties in the following cases?—1. A neutral ship was captured by the enemy for breach of blockade, and for carrying contraband of war; and was subsequently recaptured by a British ship. 2. Neutral property was re-captured by a British ship, from a belligerent who had condemned it under the rule, "enemy's ships, enemy's goods."

X. What is the legal effect of a covering note, or "slip," for the issue of a policy on goods? A slip was given by an insurer to A, for a policy on 10,000 bags of rice, to be shipped by a certain line of steamers; the policy to be issued on receipt of particulars, and to include the risk of loading on board. A intended to load 1,000 bags of rice on the X steamer, and in so doing lost 500 bags; he then applied to the insurer for a policy on the 1,000 bags, and on its issue claimed for the loss. Is A entitled to recover?

FIRST L.M. & S. DEGREE EXAMINATION, 1903.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.

ANATOMY.

I. What bones enter into the formation of the orbit and what structures pass through its foramina?

II. How is the Superficial Palmar arch formed? Describe its relations and branches.

III. What is the Foramen of Winslow and what are its boundaries?

IV. Give the origin, course and distribution of the Right Phrenic Nerve.

MONDAY, 6TH APRIL, 2 TO 5 P.M.

PHYSIOLOGY.

I. In what parts of the body is ciliated epithelium found? Describe the structure of ciliated epithelium and give an account of ciliary action.

II. Point out the ways in which the nervous system regulates the blood supply of any organ or tissue according to special requirements.

III. "The object of respiration is to give the haemoglobin of the blood the opportunity of combining with oxygen, and so replacing the oxygen which it has lost in its circuit of the body, and to allow the carbonic acid which is partly dissolved in blood and partly in loose combination with its salts, to escape into the air." Explain clearly how the various events referred to in this statement are brought about.

IV. Explain the advantages of a mixed diet. Give an example of a typical mixed diet specifying all its constituents.

V. Give an account of the structure and functions of a urinary tubule. State briefly what is known as to the history of urea in the body.

TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. Explain the terms: equivalent of an element, specific heat, atomic heat. Iron has two equivalents, viz:—18.66 and 28, the specific heat of iron is 0.112; explain why its atomic weight is taken as 56.

II. State the laws referring to (1) the volumes in which the constituent gases combine to form a gaseous compound, (2) the relation between the volumes of the constituent gases, before they combine, to the volume of the gaseous compound formed.

With reference to each of the above laws, state the volumes of the following gases:—steam, hydric chloride, ammonia.

III. Calculate the volume of hydrogen which can be liberated from water by 20 grammes of sodium, the gas being measured at 18°C. and 750mm. Express the result in cubic millimetres.

IV. Describe what takes place when each of the following substances is heated in a dry test tube, and give equations for any chemical changes which take place:—mercuric chloride, calomel, ammonium nitrate, microcosmic salt, and stannous chloride.

V. How is gaseous phosphoretted hydrogen usually prepared, and why is it spontaneously inflammable when so prepared? How does this gas resemble and differ from ammonia? Write equations to show what takes place when this gas is burnt in oxygen, and in chlorine respectively.

VI. Give an account of the manufacture of sulphuric acid, writing equations for the reactions which are believed to take place.

What are the properties of this acid? Name, in the order of their insolubility, the metallic sulphates which are insoluble in water.

VII. Name and give the composition of the most important minerals containing copper. Describe the process of extracting copper from the mixed ores. How do strong nitric and sulphuric acids respectively act upon copper (1) when cold, (2) when heated?

VIII. Mention the chief compounds of arsenic and of antimony, which are found in nature. How are these elements obtained from them? How may very small quantities of these elements be detected and identified?

SECOND L.M. & S. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

GENERAL PATHOLOGY.

I. Describe the life history of the simple tertian parasite of malaria.

II. What do you understand by the terms septicaemia, sapraemia, and pyaemia? Illustrate by examples.

III. Describe the macroscopical and microscopical appearances of (a) Large white kidney, (b) Granular contracted kidney.

IV. Describe the appearances of a heart the subject of advanced mitral stenosis.

V. What are the characteristics of a malignant tumour?

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.

MATERIA MEDICA AND THERAPEUTICS.

I. Name the B.P. preparations of Arsenic, with their doses and actions.

II. Give the B.P. preparations of Hyoscyamus, with the doses of the two most important.

III. What is meant by (a) *incompatibility*, (b) *accumulative action*, (c) *antagonism*, of drugs? Give examples of each.

IV. 1. For what disorders would you select the following drugs? 2. Give their doses. 3. Draw up a prescription containing each drug respectively, for the use of an adult:—Sodii Salicylas, Codeina, Colocynthis, Creasotum, Guaiacum, and Ergota.

V. Mention half a dozen important mixtures (B.P.) giving their composition, uses, and doses.

TUESDAY, 14TH APRIL, 2 TO 5 P.M.

HYGIENE.

I. What are the causes of unwholesomeness in fruit and fish? How would you recognise such food as being unwholesome, and what would be the probable consequences of consuming it?

II. A question is raised by the Municipal Council of a town of 20,000 inhabitants concerning the erection of a refuse destructor. What circumstances would lead you to advise for or against it?

III. You are called upon to treat a case of enteric fever in a private house. What is your duty as medical attendant to prevent the spread of the disease (a) if there be a properly constituted health department in the town, (b) if there be not?

IV. Define "permanent" and "temporary" hardness of water. How are they estimated? Are there any objections to using hard water (a) for culinary purposes, (b) for drinking?

V. What are the principal methods used in the purification of sewage? Which of them do you consider the most suitable to be applied to the sewage of Madras and why?

WEDNESDAY, 15TH APRIL, 10 A.M. TO 1 P.M.

MEDICAL JURISPRUDENCE.

I. 1. On what grounds can a Life Insurance Company dispute its liability to pay the sum assured? 2. What are your responsibilities as a referee when you happen to be the family Medical adviser of the applicant for assurance?

II. Mention in detail what you understand by (a) Ergot, (b) Ergotism.

III. 1. Define suffocation. 2. Discuss the chief points that would arise in ascertaining the cause of death in suffocation.

IV. What are the differences between the male and female skeleton?

V. In connection with identification of the living, discuss the following points: (a) Scars, (b) Tattoo marks, (c) Finger tip impressions.

FRIDAY, 17TH APRIL, 10 A.M. TO 1 P.M.

PRACTICAL PATHOLOGY AND BACTERIOLOGY.

[N.B.—All preparations must be shown to the Examiner.]

I. Stain and mount the section provided in Farrant's solution. Describe briefly on paper what you see, using Leitz objective 6 and eyepiece 3.

II. Make a fresh preparation of your own blood as if to demonstrate the malarial parasite.

III. Make preparations of the fluid in tube A so as to demonstrate its bacterial contents.

IV. Inoculate a broth tube from a colony in the Petri dish provided.

V. Specimens and Oral.

FINAL L.M. & S. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

MEDICINE INCLUDING MENTAL DISEASES AND MEDICAL ANATOMY.

I. Describe in detail the life history of the malarial parasite in man.

II. State what you know of puerperal insanity and its treatment.

III. Cirrhosis of the Liver. Describe the etiology, morbid anatomy, symptoms, diagnosis and treatment of this affection.

IV. Give the symptoms, etiology and treatment of a case of spasmodic asthma.

V. What are the different varieties of tapeworm? Describe generally their structure. What treatment would you adopt?

MONDAY, 13TH APRIL, 2 TO 5 P.M.

SURGERY AND SURGICAL ANATOMY.

I. Describe the various ways in which healing of wounds may take place. What conditions are essential for obtaining healing by "first intention"?

II. Enumerate the causes of caries of bone. Describe the signs and symptoms of the disease, and explain the principles upon which it is treated.

III. State the rules that should be observed in the treatment of primary hæmorrhage from wounded arteries, and explain the reasons for each rule respectively. How would you treat a punctured wound of the superficial femoral artery from which hæmorrhage was going on?

IV. What are the signs of backward dislocation of both the radius and the ulna at the elbow joint? How would you diagnose such an injury from a fracture of the lower end of the humerus? Describe the treatment of this form of dislocation.

V. Describe the anatomical relations of the popliteal artery. What symptoms, both intrinsic and extrinsic, would be produced by an aneurism of this vessel?

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TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.
MIDWIFERY AND DISEASES OF WOMEN AND
THE NEW BORN CHILD.

I. Give the causes of face presentation, and describe the mechanism of Labour in the 1st position.

II. What are the uses of the liquor amnii, and what is supposed to be the average amount? How does an excess or deficiency affect labour, and in what stage?

III. Describe the appearance of a typical rachitic pelvis. To what causes are the deformations due? In Madras what kind of deformed pelvis is most common?

IV. Accidental Hæmorrhage.

(a) Give causes, symptoms, diagnosis and treatment.

(b) Give your opinion with reference to the position of the placenta in the three zones of the uterus, as regards safety or otherwise.

V. What discharges may appear from the vulvar outlet? Give their causes and characters.

VI. Pyrexia of Dentition: describe an uncomplicated case, giving the treatment.

TUESDAY, 14TH APRIL, 2 TO 5 P.M.
OPHTHALMOLOGY.

I. Describe fully the causes, symptoms, progress and treatment of a case of stricture of the nasal duct.

II. What is the usual form of strabismus met with in young children? Mention also its cause, and what treatment you would adopt to rectify the condition.

III. What do you understand by a "Morgagnian" cataract? How can it be distinguished? Describe the treatment, that you have seen usually adopted for its removal.

FIRST M. B. & C.M. DEGREE EXAMINATION, 1908.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.
INORGANIC CHEMISTRY.

I. What is meant by the molecular heat of a compound? Under what circumstances does the molecular heat help in the determination of atomic weights? The specific heats of barium chloride, strontium chloride, and calcium chloride are respectively: 0.0902, 0.1199, and 0.1642; and in each chloride there are 70.74 parts of chlorine combined with 136.9 parts of barium, 87.8 parts of strontium, and 39.91 parts of calcium. The specific heat of calcium

has been ascertained to be 0.170. Show (a) how the atomic weight of chlorine can be calculated from these data, and (b) how the atomic weights of strontium and barium also may be inferred from them.

II. 22.19 grammes of a substance yields on analysis 4.51 grammes of aluminium and 17.68 grammes of chlorine; the vapour density of the compound is 9.35 (air=1); and the atomic weights of aluminium and of chlorine are 27.04 and 35.57 respectively. Show how the empirical and the molecular formulae of the substance are evolved from these data.

III. How are the chlorides of phosphorus prepared? Write equations to show how they react with (a) water, and (b) sulphuric acid. The vapour density of one of these chlorides diminishes as the temperature is raised; state which chloride behaves thus and explain the cause of this behaviour. Name any other compound which behaves similarly, and state how the true vapour density is ascertained in such cases.

IV. Name and give the composition of the minerals in which fluorine occurs. How has this element been isolated, and in what respects does it resemble and differ from the other halogens?

V. What is the chief source of iodine, and how is the element obtained from it? How may iodine be converted into iodic acid and into periodic acid? State what you know regarding the valency of iodine.

VI. Name and give the formulae of the chlorides of mercury. State how each is prepared. How does each behave (a) when boiled with hydrochloric acid; and (b) when aqueous ammonia is added to it?

VII. Name and give the formulae of the chief minerals containing magnesium. From which of these and how is the metal obtained? Name the other elements of the group to which it belongs and point out the resemblances and the differences between it and them.

VIII. Describe briefly the manufacture of one of the following:—
1. Common alum. 2. Glass. 3. White lead.

MONDAY, 6TH APRIL, 2 TO 5 P.M.

PHYSICS

I. Define Simple Harmonic Motion, and explain it by a circle of reference. What is meant by the "phase" of a vibrating particle? Explain by a diagram the difference in the phase of the two equal S.H.M.'s which compose circular movement.

II. Describe the construction and the use of the micrometer screw gauge; and explain how the pitch of the screw may be determined.

III. Draw a diagram of, and explain the action of the syphon. What effect is produced by lengthening the long leg of the syphon, and why?

IV. Show that the wave length of the primary note of a closed pipe is four times the length of the pipe. Explain how the air in the pipe vibrates, and how it can be shown that it is the air, and not the material of the pipe, which vibrates.

V. Define the terms: unit of heat, capacity for heat, and specific heat; and show that the quantity of heat required to raise a mass m whose specific heat is c from t° to T° is $mc (T - t)$.

VI. Describe the construction of a Nicol's prism, and explain its action on light. Explain how polarised light may be detected.

VII. What is meant by the declination of the magnetic needle? Describe a simple method of determining declination, and give a brief account of the way in which declination varies in different parts of the earth's surface.

VIII. Describe the construction and the action of the induction coil (Ruhmkorff), explaining clearly the use of the condenser attached to it.

TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.

GENERAL BIOLOGY.

I. Compare the pelvic girdle and hind limb of the Hare and Frog.

II. Write notes on the following:—notochord, allantois, gastrula, placenta.

III. Describe the various methods by which Amoeba, Vorticella, and Hydra, reproduce themselves.

IV. What are cambial tissues and in what parts of plants are they found? Describe the exact manner in which they lead to an increase in the bulk of a plant.

V. Give an account of the structure of any seed and state the conditions necessary for its germination. Describe briefly the characters of the seedling.

VI. Compare Yeast, Penicillium, and Chara, as regards their mode of nutrition and their reproduction.

FRIDAY, 10TH APRIL, 10 A.M.

GENERAL BIOLOGY—PRACTICAL.

I. Make a dissection so as to display to the best advantage the nervous system of the Earthworm.

II. Make a dissection to show *in situ* the upper surface of the brain and olfactory nerves of the Frog. Make a sketch and name thereon the parts displayed.

III. Remove from the Cockroach the entire alimentary canal with its appendages. Pin the preparation out on a board fully extended.

IV. From the material supplied make a preparation showing as clearly as possible scalariform vessels. Fix the best part of the preparation under the high power of the microscope.

SECOND M.B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.

ANATOMY.

I. Describe the cricoid cartilage. What are the actions and innervation of the muscles attached to it?

II. What are the relations of the Pancreas? Give its vascular and nervous supply.

III. What are the relations and branches of the Internal Pudic artery?

IV. How is the Sacral Plexus formed? What are its relations and branches?

V. Give the origin, course and relations of the Thoracic Duct.

MONDAY, 6TH APRIL, 2 TO 5 P.M.

PHYSIOLOGY.

I. Describe the changes which take place in an ordinary voluntary muscle during its contraction. Explain the difference between a simple and tetanic contraction. What is rigor mortis?

II. State fully the composition and properties of pancreatic juice and explain its action on the different food-stuffs. Describe the minute structure of the pancreas.

III. Give an account of the chemical composition of blood. Where and how do blood corpuscles arise?

IV. Describe the appearances seen in a transverse section through a coil of the cochlea. What are the functions of the parts shown in the section?

V. State what is known as to the functions of the so called "ductless glands," and give an account of the effects which follow their extirpation.

TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.

ORGANIC CHEMISTRY.

I. State Raoult's law relating to the depression of the freezing point of solutions. Mention some compounds which deviate from the law, and state how such deviations have been explained. 12.62 grammes of a substance when dissolved in 92.25 grammes of water depressed the freezing point of water by 1.45°C . Find the molecular weight of the substance, the constant for water being = 19.

II. Describe V. Meyer's method of determining vapour density. 0.0846 gramme of a substance when vapourised in Meyer's apparatus displaced 9.15 c.c. of air, the temperature was 23°C ., and barometer 749.5 mm; tension of water vapour at 23°C . being equal to 20.86 mm. From these data, calculate the vapour density of the substance.

(1 lit. air at N.T.P. = 1.2936 grammes).

III. What are (a) Ethers, and (b) Esters? Compare their chemical properties. By what methods can each of these two classes of compounds be prepared?

IV. How may urea be prepared from ammonium carbonate, carbon monoxide, and urine? Write equations to show its behaviour with

- (1) nitrous acid,
- (2) alkaline hypobromite solution,
- (3) mercuric nitrate,
- (4) water, when heated in a sealed tube.

V. State briefly some of the reasons on which the "ring formula" for benzene has been accepted. Explain by diagrams what is meant by ortho, meta, and para substitution compounds of benzene; and indicate by reference to any reactions how it is ascertained that in a given set of di-substitution products, the substituting elements are in the ortho, meta, or para positions.

VI. How many modifications of tartaric acid are known, how do they differ from each other, and how is each variety obtained? How is the existence of those varieties accounted for?

Tartar emetic is regarded as a salt of a substituted antimonious acid; express this fact by means of a formula.

VII. How may the phthalic acids be prepared, and how may the ortho acid be distinguished from the meta and the para acids? From which of these and how is phenolphthalein produced? What use is made of this substance in analytical operations?

MONDAY, 13TH APRIL, 10 A.M.

HISTOLOGY AND CHEMICAL PHYSIOLOGY.

I. Mount the section provided. Identify the preparation and make a careful sketch of it, indicating the parts actually seen.

II. Identify the microscopical preparations marked 1, 2, 3, 4, 5, 6.

III. Make an analysis of the sample of urine provided, to show whether or not it contains any abnormal constituent.

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MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

GENERAL PATHOLOGY.

I. Describe the macroscopical and microscopical appearances of lardaceous disease of the spleen. What organs are especially affected by this condition? State what you know as to its causation.

II. State what you know of the pathology and post mortem appearances of dysentery.

III. Describe the *Anchylostomum duodenale*. What is its habitat, and what effects does it produce in its host?

IV. Enumerate the causes and describe appearances of an atheromatous ulcer of the aorta. What are its sequelae?

V. Describe the different varieties of white corpuscles found in normal blood.

MONDAY, 18TH APRIL, 2 TO 5 P.M.

PRACTICAL PATHOLOGY AND BACTERIOLOGY.

(N.B.—All preparations must be shown to the examiner.)

I. Make a fresh preparation of your own blood as if for the purpose of demonstrating the parasite of malaria.

II. Stain and mount in Canada balsam the section of tissue supplied. Make a drawing of what you see, using Leitz objective 6 and eyepiece 3.

III. With the serum provided test cultures B and C for agglutination, stating on paper the results obtained, the dilution employed, and the time allowed.

IV. Examine the growth in tube D and state on paper what you think of it.

V. Make a stab inoculation of an agar tube from the culture provided.

VI. Specimens and Oral.

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.

MATERIA MEDICA AND THERAPEUTICS.

I. Mention half a dozen important pills (B. P.) and state their composition, uses and doses.

II. Acid Hydrocyanic dil, Aloin, Chloral Hydras, Conium, Digitalis, and Scopolia.

(a) What are the therapeutic uses of the above?

(b) Write an elegant prescription containing a preparation of each.

III. Give a careful description of the action of (a) Iodoform, (b) Carbolic acid, (c) Iodide of Potassium. What unpleasant results may follow the uses of these drugs respectively?

IV. What are (a) *Vermifuges*, (b) *Vermicides*, (c) *Antispasmodics*, (d) *Cholagogues*? Give examples of each.

TUESDAY, 14TH APRIL, 2 TO 5 P.M.

HYGIENE.

I. How does steam operate in the disinfection of infected clothing? Describe roughly the structure of a steam disinfecter and the method of using it.

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II. Give sketches and plans of a schoolroom for 50 children between 10 and 14 years of age, having regard to light, ventilation, comfort, and all sanitary details.

III. Compare rice and dhal as articles of food.

IV. What are the principal impurities found in drinking water in India? State in tabular form the importance you attach to, and the inferences you draw from, the presence of each impurity mentioned.

V. How does the amount of moisture in the air affect the climate of a place? How is the moisture of the air influenced by the presence of solid particles such as dust?

VI. What are the principal diseases contracted by human beings from the ingestion of diseased meat, and how may they be avoided? (Putrefaction need not be considered).

WEDNESDAY, 15TH APRIL, 10 A.M. TO 1 P.M.

MEDICAL JURISPRUDENCE.

I. Cantharides.

(a) How do cases of poisoning occur?

(b) Describe the symptoms.

(c) Give the treatment.

II. Discuss the criminal responsibility of the accused in a mortal injury (a) with, (b) without, extenuating circumstances.

III. Under what circumstances are you justified in putting restraint upon an alleged insane? What is the procedure adopted in committing an insane to a lunatic asylum?

IV. (a) State what you know about death-bed declarations.
(b) How does the law in England differ from the law in this country on this point?

V. How is the age of a foetus determined at the 3rd, 6th, and 9th months?

FINAL M.B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

MEDICINE, INCLUDING MENTAL DISEASES AND MEDICAL ANATOMY.

I. Describe in detail the life history of the malarial parasite in man.

II. Describe the mechanism of the causation of hypertrophy in the different valvular diseases of the heart.

III. Give the causation, symptoms, terminations and treatment of a case of chronic ulcer of the stomach.

IV. Give the causation, symptoms and physical signs of a case of chronic dilatation of the stomach.

V. In the examination of an alleged insane person, to what points would you direct your attention to enable you to form an opinion?

MONDAY, 13TH APRIL, 2 TO 5 P.M.
SURGERY AND SURGICAL ANATOMY.

I. Define the meaning of the terms Sæpæmia, Septicæmia, and Pyæmia. Describe the symptoms that are common to all of these diseases, as well as those that are special to pyæmia.

II. Describe the symptoms and signs that are met with in cases of fracture of the base of the skull, noting the pathological significance of each, especially with reference to the exact seat and nature of the lesion. Describe in detail the treatment of such injuries.

III. What are the different ways in which tubercle attacks the joints? Describe the signs and symptoms of a typical case of the so-called "pulpy degeneration" of a joint. What are the principles upon which cases of the latter kind are treated?

IV. In what forms of kidney disease does marked enlargement of the organ occur? How are swellings of the kidney distinguished from swellings connected with the liver and the spleen respectively?

V. In what part of its course is the lingual artery most commonly tied? Describe the anatomical relations of the artery at that point.

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.
MIDWIFERY AND DISEASES OF WOMEN
AND THE NEW-BORN CHILD.

I. Enumerate the signs and symptoms present in the 5th month of uterogestation, carefully distinguishing their comparative value.

II. Occasionally an arm presentation terminates by natural powers: describe the mechanism by which the child is born, giving the conditions that are favourable for such a process.

III. What are the causes which many lead to Hæmorrhage after delivery? How would you (1) guard against them, (2) treat them?

IV. Describe in detail the operation of Cæsarean section. Under what circumstances would you perform it?

V. Diagnose a case of uncomplicated retroversion of the non-pregnant uterus, stating symptoms usually complained of, and the treatment you would adopt.

VI. What are the principal forms of diarrhœa met with in infants, and what is the appropriate treatment of each?

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TUESDAY, 14TH APRIL, 2 TO 5 P.M.

OPHTHALMOLOGY.

I. What do you understand by "compound hypermetropic astigmatism"? State briefly how you can discover this error of refraction, and how it can be rectified.

II. What is one of the commonest results, as seen in the upper lids, of chronic granular ophthalmia? Describe any operative treatment to relieve it.

III. Describe the symptoms, ophthalmoscopic appearances, prognosis, and treatment of a case of "Retinitis albuminurica".

FIRST EXAMINATION IN ENGINEERING, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

ALGEBRA AND GEOMETRY.

I. 1. Divide $(a + b + c)^5 - a^5 - b^5 - c^5$ by $(a + b + c)^3 - a^3 - b^3 - c^3$.

2. Give an algebraical and also a geometrical proof of the theorem that, given $ax + by$, xy is a maximum when $ax = by$. Also find when $x^2 y^3$ is a maximum, given $3x + 4y$ is constant.

II. Solve (1) $6^x + 6 = 3x + 1 + 2x + 1$.

(2) $4x^3 + 2xy + y^2 = 84$.

$2x + \sqrt{2xy} + y = 14$.

III. 1. Find the sum of an infinite geometric progression whose common difference is less than unity, and hence deduce the arithmetic rule for finding the value of a recurring decimal.

2. Sum to n terms the series whose r^{th} term is $1 + a + a^2 + \dots + a^r$.

IV. 1. Find the total number of ways in which a tennis party consisting of 5 ladies and their husbands can be divided into sets of two each so that no husband and wife may form any one of the sets.

2. If, in the expansion of a binomial, any two adjacent terms are equal, prove that these are the greatest terms.

3. If $2r \cdot ar = 2r - 1$ and $p_r = a_1 \cdot a_2 \cdot a_3 \dots a_r$ find the value of $2p_{n+1} + (p_1 p_n + p_2 p_{n-1} + p_3 p_{n-2} + \dots \text{to } n \text{ terms})$.

V. Find at what annual rent an estate should be leased for 30 years, which will begin to yield Rs. 100 at the end of ten years and will thereafter yield every year Rs. 20 more than in the previous year, calculating compound interest at 5 per cent per annum.

VI. 1. Given the vertical angle of an isosceles triangle in magnitude and its vertex in position, find the locus of one extremity of the base when the other extremity is on the circumference of a given circle. 2. Prove that, in a right angled triangle the square on the hypotenuse is equal to the sum of the squares on the other two sides.

VII. 1. Prove that the angles standing on the same segment of a circle are equal. If a straight line subtends equal angles at two given points, prove that the points and the extremities of the straight line are concyclic. 2. Prove that the feet of the perpendiculars from any point of the circumference of the circumscribing circle of a triangle to its sides lie in one straight line and that this line bisects the line joining the point with the ortho-centre of the triangle.

VIII. 1. Inscribe a regular pentagon in a given circle. 2. AB and CD are two diameters of a circle with centre O intersecting at right angles. E is the middle point of AO and F is a point in OB such that $EF = EC$. Prove that OF is equal to the side of a regular decagon and CF to that of a regular pentagon inscribed in the circle.

IX. 1. O is the middle point of the diagonal AC of the quadrilateral $ABCD$. OB and OD are cut in the ratio of 1 to 2 by EF intersecting AC in H . EG is cut off from EF equal to FH . Prove that G is the centre of gravity of the quadrilateral $ABCD$. 2. Prove that the rectangle contained by the diagonals of a quadrilateral is equal to the sum of the rectangles contained by the opposite sides, if a circle can be described about the quadrilateral, and less than that sum if a circle cannot be so described.

X. 1. If a tetrahedron be cut by a plane parallel to two of its edges which do not meet and are equal, prove that the perimeter of the section is equal to the sum of the two equal edges. 2. Prove that, if a solid angle be contained by three plane angles, any two of them are together greater than the third.

MONDAY, 12TH JANUARY, 2 TO 5 P.M.

MENSURATION AND PLANE TRIGONOMETRY.

I. From the following data calculate the quantity of earthwork required to raise and reform 400' length of an old abandoned road. The new road to have a top width of 16' and side slopes $1\frac{1}{2}$ to 1.

| | At 0' | 100' | 200' | 300' | 400' |
|----------------------|--------------------|--------------------|--------|--------|--------------------|
| Level of old road .. | 22.32 | 23.17 | 23.82 | 24.15 | 25.20 |
| Top width of do. .. | 10' | 11' | 12' | 12' | 10' |
| Slopes of do. .. | $\frac{1}{2}$ to 1 | $\frac{1}{2}$ to 1 | 1 to 1 | 1 to 1 | $\frac{1}{2}$ to 1 |
| Level of new road .. | 25.20 | 26.20 | 27.20 | 28.20 | 28.20 |
| Level of ground .. | 20.17 | 20.52 | 21.24 | 21.39 | 21.52 |

II. Road metal is heaped in stacks with horizontal rectangular sections at top and bottom and uniform slopes on all the four sides and is measured as having an average sectional area equal to that at mid-height. A contractor who had 10,000 stacks with $4' \times 1'$ and $8' \times 5'$ for the upper and lower surfaces and height $1' 6''$ is required

to convert them into stacks with $3' 6'' \times 2' 6''$ and $6' 6'' \times 5' 6''$ for the two surfaces and $1' 3''$ height. Calculate the actual quantity of metal he had collected and the quantity for which the new heaps will be passed.

III. Find the weight of 20' length of a rope of 1" diameter made up of wires $\frac{1}{16}$ " diameter, the specific gravity of the metal being 7.82.

IV. Find how many shots of .05 inch radius can be made out of a leaden cone whose base is 3" and slant height 4". Find approximately the space the shots will occupy when heaped together.

V. 1. Prove by means of a figure that

$$\sin A + \sin B = 2 \sin \frac{A+B}{2} \cos \frac{A-B}{2}.$$

2. Prove the formula for the sum of the cosines of any number of angles in Arithmetical Progression.

3. The tangents of four angles whose sum is 90° are in the ratio of $a : b : c : d$. Find the values of the tangents.

VI. The pier of a bridge is 16' long exclusive of the triangular cutwaters and 5' thick, and was built in a line with the current. Assuming that, for the same depth, the pressure on the pier varies as the sectional area of the portion of the stream which presses on it, find through what angle the current must have deflected if thereby the total pressure on the pier is doubled.

VII. Solve a triangle in which one angle at the base, the opposite side and the altitude are given, and explain when the solution is ambiguous or impossible.

VIII. In the $\triangle ABC$, $a = 10$; $b = 12$; $c = 16$. D is the middle point of BC and AE is the perpendicular on it. Find the lengths of the lines AD and DE .

IX. Solve the following triangle and find its area:—

$$b = 125.6; c = 153.2; A = 57^\circ.$$

X. The elevation of two objects P and Q on a sloping hill from two points A and B on a level plane and in the same vertical plane with them are observed to be 50° and 40° at A and 60° and 52° at B . $AB = 300$ yds. Find the height of P above Q .

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS.

I. Prove that the time a body takes to slide down any smooth chord of a vertical circle from its highest point is constant, and find the line of quickest descent from a given point to a given circle in the same vertical plane.

II. The abutment of a bridge is 16' long and 20' high from the foundation. The average thickness is to be 5'. Two sections are proposed, one with 1' off sets at every 5' height on the inside and the other with a batter on the outside of 1 in 5. Calculate for the two sections respectively the moment that will overturn the abutment at the outer line of the foundation. Weight of masonry 125 lb. per cubic foot.

III. 1. Explain how friction between various kinds of surfaces in contact can be experimentally ascertained. 2. Find the least force that will draw a mass of 500 lbs. (a) up, and (b) down, a plane inclined at 15° to the horizon, the limiting coefficient of friction being $\cdot 62$. Find also the acceleration produced by such forces after motion, the coefficient of friction then being $\cdot 5$.

IV. 1. Sketch a system of pulleys suited to raise a weight of 200 lb. when the force applied is 40 lb. 2. Describe any experiment you have made to ascertain the mechanical advantage and the efficiency of a screw and state the results obtained.

V. 1. How long will a stone let fall from a certain point take to overtake another let fall a second later and 100' lower down, and through what distance will the first stone fall in the second preceding contact. 2. Find the least velocity with which a particle must be projected so as to have a range of 300' up a plane inclined at 25° to the horizon.

VI. Find the time of oscillation of a simple pendulum and the alteration required in the length of a seconds pendulum that loses a minute in a day. Determine the height of a mountain on the summit of which a seconds pendulum loses 10 seconds a day.

VII. A girder weighing 2 tons rests at each end on two packing pieces whose surfaces of contact are inclined at 30° to the horizon, the surfaces of contact of the upper piece with the girder and of the lower one with the supporting column being horizontal. The two pieces are driven together by a blow on each of them at its larger end with a body weighing 100 lb. striking with a velocity of 12 feet per second. Find the height through which the girder will be raised after each blow, taking the coefficient of friction to be throughout $\cdot 4$.

VIII. Determine the number of foot pounds accumulated in a flywheel making 20 revolutions per minute and the loss of angular velocity when a portion of the energy stored in it is used to lift a weight of 4500 lbs. through a height of 4 feet. The rim of the flywheel has a mean diameter of 20 feet and weighs 20 tons and the weight of the other portions need not be taken into account.

IX. A body weighing 12 lbs. is attached to a cord 6' in length. If it makes 50 revolutions in 1 minute in a horizontal plane find the tension of the string. If it revolves in a vertical plane find the least velocity it should have at the highest point that it may continue to revolve.

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

HYDRODYNAMICS AND HEAT.

I. The bend of a U shaped tube is filled with mercury of a specific gravity of 13.6. Water is poured into one leg and kerosine oil of a specific gravity of 0.81 into the other. The difference in length between the columns of water and oil is one inch, find the length of the column of water.

II. Describe three methods of determining the specific gravity of liquids and state clearly the advantages of each.

III. A hexagonal prism of tin plate measures one foot across each face. It floats in water, with the axis of the prism level with the surface of the water. Determine the position of the centre of pressure on the ends of the prism.

IV. Define the term "metacentre" and investigate the stability of a floating body by reference to its metacentric height. A timber beam of rectangular cross section of specific gravity 0.75 is 12 inches deep. What is the least breadth it should have in order that it may float in water with the sides vertical.

V. How would you determine the weight of air? Describe the experiment carefully and state what precautions must be taken to obtain an accurate result.

VI. What are the practical difficulties which render water barometers unsuitable for accurate measurements of changes in the atmospheric pressure, apart from the fact that the liquid column is 34 feet long? Describe the construction of an aneroid barometer and show how it can be used for measuring vertical heights. What are the practical limits of accuracy obtainable with a 6 inch aneroid?

VII. Describe the process of exhausting air from incandescent lamps.

VIII. Describe some method of determining the specific heat of a gas at constant pressure. What is the ratio between the specific heat at constant pressure and constant volume, and why is this quantity constant for all so called perfect gases?

IX. A wide mouthed chatty full of hot water is placed on a table in the wind to cool, describe the processes by which heat is lost.

X. How would you prove that heat is a form of energy? Describe in detail one method of determining the mechanical equivalent of heat. Briefly indicate the reasons why an accurate determination of this constant is of great importance.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

GEOMETRICAL DRAWING.

Plan A.

I. The sides of a triangle are 3", 4" and 5" long respectively. Bisect the triangle by a line, (a) parallel, and (b) perpendicular to one of the sides.

II. Draw plan and elevation of a cube, $2\frac{1}{2}$ " edge, with a long diagonal perpendicular to the horizontal plane.

III. Three equal spheres, 3" diam., fastened together so that each is in contact with the other two, lie on the horizontal plane. A sphere, $2\frac{1}{2}$ " diam., rests in the hollow formed by the three spheres. Draw plan and elevation of the four spheres in position.

IV. The elevation is given of a wrought iron conical hood formed of three plates. Draw the development of one of the plates. Scale: Quarter full size.

V. A line, 3" long, parallel to and 2" distant from the vertical plane of projection, inclined at 45° to and middle point 2" above the horizontal plane, is a diameter of a thin circular disc, the plane of which is inclined at 60° to the horizontal. Draw the projections of the disc.

VI. The pitch of a spiral spring, made of $\frac{1}{2}$ " round iron, is 2" and the outside diameter 4". Draw a length of the spring showing two turns.

VII. The dimensions of a bearing are given on the accompanying sheet. Draw an isometric view. Full size.

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

BUILDING DRAWING I.

Plan B.

I. Draw details of a terrace roof for a room 24' 0" \times 18' 0" using the following

Steel girder 12" \times 5"

Joints 5" \times 2" about 1' 6" apart centre to centre.

The surface slope of the roof to be $\frac{1}{2}$ " per foot and not to be obtained by increasing the thickness of the concrete.

II. A window opening in a brick wall is 3' 0" wide. Draw details showing the head of the opening with (a) a segmental gauged arch, (b) wood lintel, (c) stone lintel.

III. The sketch shows the plan of a framed floor consisting of teak pillars 15" \times 9", binders 9" \times 6", posts 6" \times 2" about 1' 6" apart centre to centre, notched and cogged on the binders, ceiling joists 4" \times 2" notched to the binders, and flooring planks 2" thick secret screwed. Draw (a) a section showing how the binders are jointed with the girder, (b) a section showing how the joists are connected with the binders, (c) detail of joint of flooring boards.

IV. Draw detail showing how the binders are connected with the girder when a rolled steel girder is substituted for the teak girder in question III.

V. A 12" \times 6" steel joist rests on a cast iron column 9" diameter. Draw details of the capital showing method of attaching the joist. What arrangement would you make for expansion?

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

MACHINE DRAWING.

Plan C.

I. Draw to scale, full size, the projection of a triple threaded screw of 3" pitch. Outside diameter of screw 3", depth of threads $\frac{3}{8}$ " and thickness $\frac{1}{2}$ ".

II. A tie rod is 6" wide and $\frac{3}{8}$ " thick. Design a butt joint with double cover plates. Calculate the efficiency of the joint.

III. A pulley 3 ft. in diameter with a nave 8" long is to be fastened on to a shaft 3" in diameter, by a key. Make a full size drawing of the key and key way. Give the taper of the key and the depth of the key way.

IV. Make a full size drawing of the machine of which a partially dimensioned sketch to scale is given.

B.E. DEGREE EXAMINATION, 1903.

Civil and Mechanical Branches.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

GEOMETRY.

I. If QV is an ordinate to the diameter $P'V$ of a parabola with focus S , prove that $QV^2 = 4 SP \cdot P'V$.

If through a point O in $P'V$, a chord QOQ' be drawn and QT , and $Q'T'$ be the ordinates to the diameter $P'V$, prove that $P'O$ is a mean proportional between PT and $T'T'$.

II. 1. Prove that the locus of the intersection of two circles passing respectively through two given points and having their centres at a fixed distance apart on the line joining the given points is an ellipse, and determine what the distance between the centres should be, given (i) the eccentricity, and (ii) the minor axis of the ellipse. 2. Prove that the feet of the perpendiculars SY , $S'Y'$ from the foci of an ellipse on any tangent are on the auxiliary circle and that $SY \cdot SY'$ is constant.

III. Prove that the area of the triangle formed by the asymptotes and any tangent to a hyperbola is constant.

Show that the locus of the points dividing the tangents to a hyperbola intercepted between the asymptotes in any fixed ratio is a hyperbola.

IV. Given two conjugate diameters of a central conic, show how to construct the conic.

V. 1. $ABCD$ is the quadrilateral joining the points (x_1, y_1) , (x_2, y_2) , (x_3, y_3) and (x_4, y_4) . Form the equations of the line cutting AB and CD and of the line cutting BC and DA in the ratio of m to n . Find the co-ordinates of the intersection of the two lines and the ratio in which they cut each other.

2. Show that the area of the triangle formed by the lines $y = x \tan \theta$, $y = x \tan \phi$ and $y = x \tan \psi + c$ is

$$\frac{c^2}{2} \frac{\sin(\theta - \phi) \cos^2 \psi}{\sin(\theta - \psi) \sin(\phi - \psi)}.$$

VI. Find the equation to the circle circumscribing the triangle formed by the lines $x \cos \alpha_1 + y \sin \alpha_1 = p_1$; $x \cos \alpha_2 + y \sin \alpha_2 = p_2$; and $x \cos \alpha_3 + y \sin \alpha_3 = p_3$.

VII. Form the polar equation of a parabola, the focus being the pole. Also form the polar equation of (i) the chord joining the points α, β on the curve, and (ii) the normal at γ .

VIII. Show that the equation of a tangent to the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ can be put in the form $y = mx + \sqrt{a^2 m^2 + b^2}$ and hence deduce the corresponding equation to the tangent of a parabola:

MONDAY, 12TH JANUARY, 2 TO 5 P.M.

DIFFERENTIAL AND INTEGRAL CALCULUS.

1. From the definition of a differential coefficient find the differential coefficients of $\tan^{-1}x$, $\log x$ and e^x and prove the rules for finding the differential coefficients of the quotient of two functions and of the function of a function.

II. 1. Find $\frac{dy}{dx}$ in each of the following:—

(a) $y = \log(\sqrt{x+a} + \sqrt{x+b})$

(b) $x^m y^n = (x+y)^{m+n}$

(c) $y = \sqrt{\sin x} + \sqrt{\sin x} + \sqrt{\sin x} + \dots$ to ∞ .

2. Prove that

$$\frac{1}{\pi^2 - 4x^2} + \frac{1}{9\pi^2 - 4x^2} + \frac{1}{25\pi^2 - 4x^2} + \dots \text{to } \infty = \frac{\tan x}{8x}.$$

III. Expand $\sin x$ and $\sin^{-1}x$ in ascending powers of x to three terms.

IV. State clearly how successive differentiation is necessary to determine the singular values of an expression and find the singular values of $2x^6 - 6x^4 - 20x^3 + 120x + 21$.

V. Find the asymptotes to the curve $x^3 + x^2y - 6xy^2 - x^2 + 13xy - 12y^3 - 6x + 3y - 10 = 0$ and trace the curve $y^4 + 2xy^3 = 4x^3 + x^4$.

VI. Find from the definition of an integral $\int_b^a \sin x$ and prove that,

if $\phi(x)$ is the differential coefficient of $\psi(x)$, $\int_b^a \phi(x) = \psi(a) - \psi(b)$.

VII. Integrate with respect to x

(i) $\frac{2+x^3}{x(1+2x^3)}$

(iii) $\frac{3x-2}{(x-1)(x-2)(x-3)}$

(ii) $\frac{\sqrt{x-1}}{\sqrt{x-1}}$

(iv) $\tan^n x$

VIII. Evaluate $\int_0^1 \frac{dx}{1+x+x^2}$

$\int_0^\pi \frac{dx}{(1-2a \cos x + a^2)(1-2b \cos x + b^2)}$

$\int_0^x \frac{dx}{(1+x)\sqrt{x}}$

IX. 1. Find the area of the loop of the curve $y^2 = x^2 \cdot \frac{3-2x}{2x+1}$.

2. Find the volume of the solid generated by the revolution round a focal chord of length l of the segment of the parabola $y^2 = 4ax$ cut off by that chord.

X. Describe any mechanical integrator for computing the moment of a plane about any axis and explain the theory of the instrument.

B.E. DEGREE EXAMINATION, 1903.

Civil Branch.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.
CONSTRUCTION (1).

I. Name the chief constituents of an ordinary clay suitable for brickmaking. How are the properties of the brick affected by the presence in excess or absence of the substances you mention? What are the characteristics of a good brick?

II. What points should be attended to when building brickwork in cement mortar to ensure good work? Would you use the same proportions of sand to cement in work above ground and under water? If not, what proportions in the two cases?

III. Draw up a specification for plasterer's work inside a good class building.

IV. What considerations guide you in the choice of wood and in the determination of a suitable section for beams used in terrace roofs?

V. Give a short account of the causes of, and the provisions generally made against slips in cuttings and embankments.

VI. A brickwork chimney, 40 ft. high, may be assumed of uniform section, 8 ft. external and 5 ft. internal diameter. Taking the wind pressure at 60 lbs. per square foot, investigate the distribution of stress over a section at the base.

VII. Show how you would proceed to investigate, by graphics, the stability of a masonry arch and abutments under given temporary or passing loads.

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.
ESTIMATING.

Plan D.

From the accompanying plan estimate the quantity and cost of the following:—

1. Sand in foundation at Rs. 2 per 100 cubic ft. 2. Concrete in foundation at Rs. 14 per 100 cubic feet. 3. Brickwork to floor level at Rs. 20 per 100 cubic feet. 4. Brickwork in superstructure at Rs. 22 per 100 cubic feet. 5. Archwork at Rs. 25 per 100 cubic feet. 6. Flooring with Cuddapah slab at Rs. 14 per 100 square feet.

Note.—Cuddapah slab is laid through walls to act as damp proof course.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.
CONSTRUCTION (2).

I. Sketch, and give the dimensions of a centering for a semi-circular brick arch of span 15 ft. and length 30 ft.

II. A retaining wall is to be built of rubble masonry to support a bank of mixed earth, chiefly gravel, the upper surface of which is horizontal. The angle of natural slope of the earth is 30° and it weighs 100 lbs. per cubic foot. The height from the ground level to the top of the wall is 10 ft., the back vertical and the front batter $1\frac{1}{2}$ " per foot. Design a suitable section showing the foundation.

III. Sketch and dimension a section through a terrace roof of span 30 ft., thickness of wall 2 ft., main girders of steel 12 ft. apart.

IV. What considerations determine the depth to which the foundations of a building should be carried? In putting in the foundation for a large building, thickness of wall at ground level $2\frac{1}{2}$ ft., a bed of soft clay is met with at a distance of 4 ft. below the surface. What kind of foundation would you suggest?

V. Discuss the design of large masonry dams and explain how you would investigate the stability of any proposed section.

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.
SURVEYING.

I. Describe a method for prolonging a line beyond an obstacle with the chain or tape alone, and point out the checks you would employ.

II. Describe, with sketches, some form of Prismatic Compass. For what class of work is it generally employed and why is its use somewhat limited?

III. Explain how, and to what extent, the accuracy of the readings in levelling is affected by the curvature of the earth and

refraction. What precautions would you take in the field to minimise these errors as far as possible.

IV. Distinguish between the permanent and temporary adjustments of a theodolite. How would you proceed to test in the case of a transit theodolite whether (a) the horizontal axis is perpendicular to the vertical axis, (b) the line of collimation is at right angles to the horizontal axis?

V. The two converging lines of a railway, which meet at an inaccessible point, are to be joined by a curve of radius 20 chains. Explain and investigate the method you would adopt for setting out the curve.

VI. What are contours? Describe how, by means of contours, an approximate estimate may be obtained of the volume of earth to be removed for the formation of a cutting.

VII. Give a short account of the preliminary surveys necessary for a railway project.

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

BUILDING DRAWING (1).

Plan E.

The sketch shows, the plan of a residence. Draw, showing necessary doors and other openings, 1. Plan, 2. $\frac{1}{2}$ front elevation, 3. section on AA.

Foundations 3' 0" deep.

Basement 2' 0" above ground.

Main walls 1' 1 $\frac{1}{2}$ ".

Verandah cross walls 9" thick.

Any convenient scale may be adopted. The roof may be either tile or terrace.

THURSDAY, 15TH JANUARY, 2 TO 5 P.M.

BUILDING DRAWING (2).

Plan F.

The sketches give details for a girder bridge of 2 spans of 12 feet for a metre gauge railway. Make complete drawings to any convenient scale.

FRIDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

APPLIED MECHANICS.

Plan G.

I. Fig 1. is an autographic diagram of the test of a piece of steel plate. Explain and criticize the diagram and give your opinion of the quality of the metal and the purposes for which it is best suited.

II. A water tank 15 ft. square and 8 ft. deep is supported by four hollow cast iron columns 16 ft. long and 8 inches in external diameter. The weight of the superstructure and empty tank may be taken as 10 tons; using a factor of safety of 10, what thickness would you allow for the metal of the columns?

III. The above tank may be exposed to a wind pressure of 50 lbs. per square foot. How would this affect the stresses in the columns and what arrangements would you provide for resisting such stresses?

IV. Fig 2. is the skeleton diagram of a hydraulic swinging crane. Determine the stresses in the various members when lifting a weight of 3 tons.

V. Draw the diagram of maximum bending moments produced by a heavy lorry traversing a bridge of 20 ft. span. The wheels are 5 ft. apart and each axle carries a load of 4 tons.

VI. A retaining wall of trapezoidal section with one face vertical is 3 ft wide at the top and 7 ft. wide at the base and 20 ft. high. Assuming it to be built of masonry weighing 140 lbs. per cubic foot, draw the line of resistance when the vertical side is subjected to the pressure of 18 feet of water against it. If the pressure acted on the other side determine the point in the cross section at which the line of resistance would intersect the base.

VII. Discuss the determination of earth pressure against a retaining wall and illustrate your answer by a practical example.

FRIDAY, 16TH JANUARY, 2 TO 5 P.M.

HYDRAULIC ENGINEERING.

I. Describe briefly the leading features of either the Godavary or Kistna system of Irrigation, and point out clearly the fundamental differences between such systems and those which have been constructed in the Nellore and Tinnevely Districts from the rivers Pennar and Tambraparni respectively.

II. From an irrigation engineer's point of view, describe the course of one of the large rivers in the Madras Presidency, and point out the probable directions in which, it is likely that in the future, it will be possible to construct works for the utilization of a much larger proportion of the annual discharge.

III. Write a short account of the Periyar Project.

IV. Design a lock weir to pass a maximum discharge of 200 c. ft. per second over a fall of 6 ft. It may be assumed that the weir is built upon a platform of concrete 4 ft. thick.

V. What are the advantages of wide sluices? Describe with sketches either Stoney's patent sluice or those designed by Col. Smart for the Cauvery regulation works.

VI. A channel carrying 30 c. ft per second has to be carried across a sandy nullah, the bed of which is 150 ft. wide and 15 feet below F.S.L. in the channel. The maximum depth of the floods passing down the nullah is 10 ft. and the highest recorded velocity

of the water 18 feet per second. The banks of the nullah on both sides are of rock and the average depth of sand in the bed of the river is but a few feet, whilst in places the rock rises above the bed of the river. Make a longitudinal section of the arrangements you would propose for crossing the nullah and state the area of the water way you would provide, assuming that the loss of head is not to exceed 1'-6".

VII. The water supply of a town is derived from wells sunk in the bed of a river down which there is a permanent underground flow of probably three times the quantity of water actually required. The river bed is about 400 yards wide and composed of sand to a great depth. The supply of water required for the town is 500,000 gallons per day. Briefly describe how you would extract this quantity of water and what provision you would make for lifting the water against a head of 100 ft.

VIII. Discuss the question of the size of water mains with a view to obtaining the most economical result balancing the cost of a larger section of main against diminished pumping charges.

IX. Describe how you would lay out a sewage farm on a waste sandy tract about 3 miles from the town. The volume of sewage to be dealt with averaging 200,000 gallons per day and the farm being entirely devoted to growing grass. The farm may be assumed to be about 10 feet above the level of the town and 25 feet above the sump into which the sewage is collected.

B.E. DEGREE EXAMINATION, 1903.

Mechanical Branch.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

PRINCIPLES OF MECHANISM.

I. What is a "limit" gauge? A large number of spindles or rods have to be turned accurately one inch in diameter. Make a sketch of a suitable limit gauge and state in thousandths of an inch the dimensions between the jaws of the "to fit" and "not to fit" parts of the gauge.

II. A hydraulic crane is supplied with water at a pressure of 750 lbs. per square inch. Assuming that the efficiency of the crane is 55 per cent. what quantity of water will be used to lift a weight of 5 tons 10 feet?

III. The rim of the fly wheel of a tile press weighs 700 lbs. and if at the instant the blow is struck the velocity of the rim is 10 feet per second, find the average pressure exerted when the amount of compression produced in the tile is $\frac{1}{16}$ th of an inch.

IV. You are required to cut a left handed screw of $3\frac{1}{2}$ threads to the inch in a lathe fitted with a right handed leading screw of $\frac{1}{2}$ inch pitch. Explain clearly how you would do it and indicate the number of teeth in each change wheel that you would employ.

V. Describe how the stroke of the table of a planing machine can be varied to suit the work being cut and explain how the motion of the table is reversed. Show by sketches the method of varying the rate of traverse of the tool box.

VI. Distinguish between an absorption and transmission dynamometer. Describe, with sketches, the arrangements you would adopt to measure the brake horse power of a small portable steam engine.

VII. You are required to ascertain the power taken by a single machine doing steady work. How would you proceed to do this (1) by means of a transmission dynamometer, (2) on the assumption that electric energy is available, (3) by any other method you know of.

VIII. What is a "Pulsometer"? Make a vertical cross section of one and describe the working cycle. What are the principal advantages of this water lift and what is the main disadvantage?

IX. Sketch a form of pump suitable for use with an air motor and explain how with a single acting pump the same quantity of water may be delivered during both the up and the down stroke.

X. Show clearly by sketches the arrangements provided in a lathe for resisting the thrust of the mandril; in a drilling machine for resisting the upward pressure of the drill; in a steamer for transmitting the thrust of the screw to the frames of the ship. Sketch also a suitable form of bearing for the pivot of a small turbine and describe how you would provide for the lubrication of the same.

XI. Explain by means of sketches the mechanism employed to work the striking gear of a clock.

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

MACHINE DRAWING (1).

- Plan H.

The chief dimensions of the shell of a Lancashire Boiler, for a working pressure 110 lbs. per sq. inch, are given on the accompanying sheet.

- I. Make, on a suitable scale, detailed drawings of
 - (a) Double rivetted lap circumferential seam;
 - (b) Double rivetted butt longitudinal seam;
 - (c) Middle gusset stay, showing attachment to shell.

- II. Give an estimate of the materials required for the outer shell, end plates and staying.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

MACHINE DRAWING (2).

Design a single purchase crab winch to lift 1 ton. Diameter of drum 9"; number of teeth on pinion and wheel 9 and 33 respectively; diameter of pinion 4". Any convenient scale may be adopted.

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

STEAM AND THE STEAM ENGINE.

I. Describe by what experiments in a laboratory you would determine the heating value of a sample of coal. How do the results obtained by calculations based on chemical analysis usually differ from those derived from experiments in a suitable calorimeter?

II. A sample of coal costing Rs. 13 per ton has a heating value of 7,200 pound centigrade degree units; what should be the equivalent price of Petroleum refuse capable of evolving 11,500 heat units? Supposing the latter material were available at Rs 22 per ton, discuss the advisability of using liquid fuel in place of coal in a boiler that is only required for intermittent work.

III. In some experiments on a marine boiler coal of the following composition was used

| | | |
|-------------------|-------|---|
| C. | 71.89 | } Calorific value 13280 F. thermal units |
| H. | 5.42 | |
| OH ₂ . | 4.25 | |
| Ash. | 4.08 | |
| N. S. & O etc. | 14.36 | |

The analysis of the furnace gases yielded the following results by weight.

| | | | | |
|-----------------|-------|---------------|-------|--|
| CO ₂ | 18.17 | specific heat | 0.217 | Heat of combustion of C.O. 4370 F. thermal units. |
| CO. | 0.75 | " | 0.245 | |
| O. | 5.71 | " | 0.218 | |
| N. | 75.37 | " | 0.244 | |

How many pounds of air were admitted into the furnace per lb. of coal burned? Also given that the temperature of the air was 55° F. and the temperature of the gases escaping from the boiler was 835° F. what percentage of the calorific value of the fuel was rejected in the waste gases?

IV. In a non-condensing steam engine working with steam at 120 lbs. pressure and at a temperature of 349° F., the steam is exhausted at a pressure of 5 lbs. per sq. inch above the atmospheric pressure and at a temperature of 227° F. The consumption of coal of a calorific value of 14,000 F. thermal units is 4 lbs. per I. H. P. per hour. What percentage of the energy of the coal is converted into work and what is the efficiency of the engine compared with that of a perfect heat engine working between the same temperatures?

V. Sketch a simple D slide valve in position at the beginning of the stroke of an engine, and explain by it the meaning of the terms outside lap, inside lap, lead of valve and angle of advance of the eccentric.

VI. Make a longitudinal and also a transverse section of a Lancashire boiler with its brickwork settings.

VII. Sketch in section a non-return valve suitable for the feed water pipe of a boiler. Where and at what level is such a valve placed on the boiler? State the reasons for selecting such a position.

VIII. Explain fully the functions of a condenser. Sketch a suitable form of air pump and state why the work of driving the air pump is but a small fraction of the gain of power due to its employment.

IX. Describe with sketches how a governor may control the speed of an engine through a variable expansion gear.

X. Describe in detail the process of getting up steam in a portable engine. What precautions must be taken on starting the engine to work?

XI. Describe with sketches one of the following :—

- (1) An injector.
- (2) A direct acting steam pump.
- (3) A small Worthington pumping engine.

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

MACHINE CONSTRUCTION (1).

I. A cylinder cover is to be secured to a cylinder by $\frac{3}{4}$ " studs; what would be the diameter of the holes you would drill in the cylinder flange? Describe how you would screw the studs tightly in place and how you would remove them if required to do so.

II. A sluice shutter 6 ft. wide and subjected to a maximum head of 8 ft. of water is to be lifted by screw gearing. Make dimensioned pencil sketches of the arrangement you would employ. Draw a half elevation and half section of the capstan nut and a plan showing the dimensions of the bearing plates.

III. You are provided with a lathe fitted with a slide rest worked by a self acting feed motion, and required to turn a spindle 2 ft. long and 2" in diameter. After taking a rough cut you find that the work is tapering from $2\frac{1}{16}$ " diameter at one end to $2\frac{1}{8}$ " diameter at the other. What is the matter, and how would you adjust the lathe to finish the work accurately?

IV. Make a vertical section through a stop valve suitable for use on a steam boiler. The valve should be of the single seat type and operated by a hand wheel fixed to a screwed spindle which passes through a stuffing box on the valve casing. Indicate the metal of which each part would be made.

V. Make dimensioned sketches of a manhole and cover suitable for a cylindrical boiler 8 ft. in diameter, the steam pressure being

100 lbs. per square inch. Estimate the stress on the bolts which secure the cover.

VI. A heavy machine rests on a cast iron base supported by a mass of concrete 4 ft. thick. The holes for the foundation bolts are at the corners of a rectangle 3' 6" wide and 5 ft. long. Make a vortical section through the concrete showing the holding down bolts in position and describe how you would fix them securely in their proper place.

VII. What are the various ways in which a screwed bolt and nut may yield to the forces to which they are subjected? For what purpose are lock nuts employed? Explain how they act.

THURSDAY, 15TH JANUARY, 2 TO 5 P.M.

MACHINE CONSTRUCTION (2).

I. Water is to be pumped from a well by means of an oil engine and a centrifugal pump. The diameter of the well is 20 ft. and the depth to the surface of the water fluctuates between 25 and 30 ft. Show by sketches the way in which you would fix the pump in the well and the arrangements you would adopt for driving the pump. The engine may be assumed to run 200 revolutions per minute and the pump at 1400 revolutions per minute.

II. Assuming that the inflow into the well is 250,000 gallons per day when the lift is 30 ft. what will be the H.P. in the water lifted and what should be the Brake Horse Power of the Engine, when a proper allowance is made for the loss of power in the gearing and the percentage of efficiency of the pump?

III. Explain how you would put up the wall brackets and adjust the plummer blocks for a line of shafting 100 ft. long. Make a sketch of a suitable form of wall bracket.

IV. Describe with sketches a Pelton water wheel. Ten cubic feet of water per second under a head of 200 ft. is available. Calculate the diameter and speed of a suitable Pelton wheel to utilize the same and state what number of effective horse power would be developed.

V. Give sketches and explain the working of a hydraulic ram by which a small quantity of water may be lifted to a considerable height by the energy derived from a larger quantity of water falling a smaller distance.

VI. In a large fly wheel sketch the joints (1) between the segments of the rim, (2) between the arms and the rim, (3) between the arms and the nave. How is the nave usually keyed to the shaft and what means are employed to secure coincidence between the centre of gravity of the wheel and the centre of rotation of the shaft?

VII. Draw a cross section through the hub of a carriage wheel and show clearly how side play on the axle is prevented. Compare the arrangement with that usually employed on common carts and explain the advantages of both methods of construction.

FRIDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

APPLIED MECHANICS (1).

I. When a specimen is tested in compression, there are often shown indications of shear having taken place over certain planes. Explain clearly what happens, and obtain a value for the shearing stress in terms of the direct stress.

II. Give a short account of the behaviour of mild steel, wrought iron and cast iron, when tested in torsion. A specimen of mild steel, $1\frac{1}{2}$ " diameter, gave on a length of 10" a total angle of torsion .0114 radian for a twisting moment of 3 tons-inch. Calculate the value of the Modulus of Rigidity.

III. State, and discuss the relation between the Bending Moment and Shearing Force in a loaded beam. A beam, 20 ft. span, has a distributed load of $\frac{1}{2}$ ton per foot run over the segment between the points 5 ft. and 9 ft. from the left hand support. Draw the Bending Moment and Shearing Force Diagrams, and determine the point where the Bending Moment is a maximum.

IV. Prove that, in the case of a beam of uniform section, if a concentrated load is placed at a point, which divides the span into unequal segments of lengths a and b respectively, the deflection is a maximum at a point in the longer segment a , distant $\sqrt{\frac{1}{3} a (2b+a)}$ from the support.

V. Define the terms Moment of Inertia and Radius of Gyration. A pair of wheels and axle weighing $1\frac{1}{2}$ tons, outside diameter of wheel 4 ft., radius of gyration of combined mass 21", run away down a gradient 1 in 50 and 400 yds. long. Assuming the resistance parallel to the rails on an average 10 lbs. per ton, calculate the speed when they reach the bottom of the incline.

VI. Distinguish between a Structure and a Machine. Show how the mechanisms of the ordinary direct acting and oscillating engines are derived from the same fundamental chain.

FRIDAY, 16TH JANUARY, 2 TO 5 P.M.

APPLIED MECHANICS (2)

I. The ends of a T iron strut, $4'' \times 4'' \times \frac{1}{2}''$ and 5 ft. long are connected to the other members of a structure by pin joints. What is the maximum load this unsupported length will bear?

II. A wrought iron shaft, 3" diameter and supported at intervals of 10 ft. transmits 40 H.P. at 120 revolutions per minute. Taking the distributed load due to the weight of the shaft and pulleys and pull of belts at 80 lbs. per foot, calculate the maximum stress in the material of the shaft.

III. To what extent is the ordinary practice of neglecting the deflection due to shear justified in the case of built up girders and rolled joists? Calculate the deflection at the end of a teak beam,

8 ft. long, 3" by 6" deep, placed as a cantilever with a concentrated load of 500 lbs. at the extremity.

[Modulus of transverse elasticity :—700 tons per sq. inch.]

IV. Why is it necessary to elevate the outer above the inner rail on a railway curve? Calculate approximately the cant for a 20 chain curve, 5' 6" gauge, speed 50 miles per hour.

V. Investigate an expression for the acceleration of the piston in a direct acting engine. The cylinders of a locomotive are 18" diameter, stroke 2 ft., length of connecting rod 5'-11" and diameter of driving wheel 7'-0". Determine the equivalent steam pressure at the dead points due to inertia of piston, rod and crosshead, mass 400 lbs., for a speed of 60 miles per hour.

VI. State and prove the conditions of equilibrium, with reference to graphical methods, of any number of forces acting in one plane.

SATURDAY, 17TH JANUARY, 2 TO 5 P.M.

MACHINE DRAWING (4).

Make complete drawings from the sketches you made in the examination held this morning.

